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ABSTRACT

Utilizing an interdisciplinary approach, anthropological and historical, this curriculum guide provides activities and instructional objectives which are "value-oriented". Emphasis is on Indian values, their cultural relativity, and their comparison with Euro-American concepts. An inventory of the values held by both groups allows the student to better understand what specific values American Indian policy attempted to change, reasons or justification for the direct changes, and why most of the programs consequently failed to accomplish their objectives. Each unit includes some general objectives, an outline, points to emphasize, activities (i.e., map assignments, oral and written reports, panel discussions, and charts), and listings of instructional aids and student and teacher resources. Units cover the prehistory of the American Indian; Indian cultures East and West of the Mississippi; early relations between Indians and Europeans; Native responses to the colonial policies and the revitalization movements East and West of the Mississippi; formation of early United States government Indian policy; Indian removal; conquest and confinement in the Plains and the Far West; the Peyote religion; the Dawes Act; Indian reform and the Indian Reorganization Act; Indian policy after World War II (termination); and contemporary Indian society. Suggested diagnostic and summative evaluations are given. (NQ)

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Teaching American Indian History: An Interdisciplinary Approach

(A Curriculum Guide)

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September 1976

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Revised edition of a master's project for the Social Science Department of California State University at Fullerton.

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INTRODUCTION

Teaching American Indian History: An Interdisciplinary Approach

In 1971, Wilcomb Washburn, a prominent historian of American Indians, commenting on the problems that confront the writing of American Indian history, wrote, "The first and greatest problem concerns the possibility of writing a good general history of the American Indian. I think it fair to say that no historian has yet succeeded in producing an unchallengeable model."[1] Today, this statement still holds true.[2]

Many reasons can be cited why historians have not succeeded in the task. It has been widely accepted that the study of the American Indians, in both its cultural and historical context, is the responsibility of anthropologists, and in more recent times, sociologists. Justification for assigning this responsibility was often based on the assumption that anthropologists were better prepared for studying "primitive societies." For this reason, history departments had not moved to establish concern in the field and often discouraged young historians from going into it. While anthropologists have come closest in producing an outstanding general history of the American

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[1] Wilcomb Washburn, "The Writing of American Indian History: A Status Report", Pacific Historical Review, August, 1971, p. 262.

[2] The rationalization for an interdisciplinary approach in writing American Indian history is being used in this paper as common ground for an interdisciplinary approach in teaching the subject.

Indian, they too have not completely solved the problem.

The necessity of an interdisciplinary approach in writing and teaching American Indian history can be seen in contrasting the focus of two representative works in the field, by an anthropologist and an historian. Edward Spicer, an anthropologist, in writing A Short History of the Indians of the United States, focuses on the internal relations of Indian tribes and discusses subsequent white relations in terms of culture change and persistence. This theme of culture change in writing American Indian history focuses on revitalization movements, assimilative and acculturation efforts, and Pan-Indian movements. The failure of government programs and conflicts between white and Indian are explained by differences arising from two diverse value systems, that of the Indian and that of the European. Indian-Indian relations are an important aspect of the anthropological approach. The representative text written by a historian is Angie Debo's A History of the Indians of the United States. Like most related works by historians, the book focuses primarily on Indian-white relations. The focus is more external as oprosed to internal. This is reflected in the titles of several chapters: "The White Man Comes", "The White Man Stays", and "The White Man Repents". While sympathetic to the Indian's view, it nevertheless ignores the internal dynamics of Indian life and politics. Robert Berkhofer Jr. comments on the shortcomings of Indian-white histories: "Even when the historian thought he was portraying the

Indian "side" in his writing, he adopted implicitly either the White view of his sources or, equally invidious, the assumption that the outcome of his story is determined more by the white side than by the Indian side. Regardless of the reason, the historian continued to concentrate upon the white "side" of the story even when he professed to be describing the Indian viewpoint. In brief, the historian treated Indians as passive objects responding to white stimuli rather than as individuals coping creatively in a variety of ways with the different situations in which they found themselves."[3]

"For historians, whites were the main actors; for anthropologists, Indian culture or society was the center of attention."[4]

What is needed, as shown by these two examples, is a fusion of both perspectives. While the central focus should certainly be on internal relations, with culture change and persistence as a theme, the aspect of Indian-white relations should not be sacrificed. An impartial treatment of Indian-white relations goes far in dispelling stereotyped images of the Indian and gives a sense of balance to the usual one-sided perspective of most United States histories. A grasp of the political and social history of the United States is necessary for a better understanding of the dictates of Indian policy during particular periods and the attitudes of whites toward the Indian.

The argument for an interdisciplinary approach in writing American Indian history has been advanced by several outstanding writers in the field. In this regard, Wilcomb Washburn, Wilbur Jacobs and Robert Berkhofer Jr. are the foremost historians. The anthropologists are represented by Edward Spicer and John Ewers. With the exception of Spicer, anthropologists have tended not to write general histories on

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[3] Robert F. Berkhofer Jr. "The Political Context of a New Indian History," Pacific Historical Review (August, 1971), page 364.

[4] Ibid. page 359.

American Indians but concentrate their efforts on tribal histories in a particular ethnographic area.

The answer, then, to writing and teaching American Indian history is an interdisciplinary approach. This is hopefully what my project will accomplish. As a teaching unit on American Indians, embodying both historical and cultural material, it could become a guide to writing an acceptable general history of the American Indian.

Thus my project attempts to furnish an interdisciplinary approach, anthropological and historical, to the teaching of American Indian history. This is reflected in learning objectives, outlines, activities, and resources. It provides the instructor with a viable framework focusing on activities and instructional objectives which are "value-oriented".[5]

Since the interdisciplinary approach focuses on culture change as the underlying theme for teaching and writing American Indian history, consideration of American Indian values, their cultural relativity, and their comparison with Euro-American concepts are essential. Using such an approach, conflicts between whites and Indians can be explained, in part, by differences in cultural values. An inventory of those values held by both groups allows the student to better understand what specific values American Indian policy attempted to change, reasons or justification for the direct changes, and why most of the programs consequently failed to accomplish their objectives.

"Values are concepts...Like all concepts, they do not exist in experience but in the minds of men. They represent the quality of

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[5] Jack Fraenkel, Helping Students Think and Value: Strategies for Teaching the Social Studies (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973).

worth or merit on which men place various aspects of their experience.[6] One area of values which is important in the study of American Indian history is ethics. "Ethics refers to the study and justification of conduct---how men act. At the base of the study of ethics is the question of morals--the reflective consideration of what is right and wrong."[7]

Thus, material should reflect a concern for building foundations on which students can justify their reasoning in response to questions of whether a particular policy or attitude directed toward the Indian is justifiable. For example, was the Battle of Wounded Knee really a "battle" or a "massacre". Can the action taken by the 7th Cavalry be justified? Value-oriented questions ask students to reason or justify the conduct of peoples in their relations with other peoples.

Explanation of Categories Used in Teaching Units

Objectives: Instructional objectives should specify as clearly as possible the kinds of behaviors desired of students and the content they will be expected to learn.[8] In addition, the objectives serve to function as a quide for writing evaluations.[9] By combining two or more objectives or applying a specific objective to an example, the instructor can construct excellent evaluation questions. Included in the appendix are evaluations I

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6 Ibid. page 231.
7 Ibid. pages 231-232.
8 Ibid. page 10.
9 Ibid. chapters 2 and 7.

have used in classes which might prove to be helpful. Please, remember that the objectives listed are drawn from a number of sources.[10] Thus the instructors might find it necessary to select those objectives which apply to their textbook and classroom material. [However, since an interdisciplinary approach is being utilized, materials should be used, either lecture, textbook, or supplemental readings, which cover a majority of the objectives.]

Outline

The function of the outline is to serve as a guide for the selection and organization of subject matter. The tribe(s) used in the case studies will depend on the textbook(s) being used or the instructor's preference. Many times, for example, the units on contemporary affairs, or Indian cultures west of the Mississippi, the outline may be broken down into its component parts (I, II, III, etc.) and used individually as a teaching unit.

Points to Emphasize

This category provides, as the title indicates, important points which should be emphasized, especially if the material in class overlooks them.

Activities

I have constructed a variety of activities, i.e., map assignments, oral and written reports, panel discussions, and charts for use in the classroom. A majority of activities are structured to allow students to analyze, synthesize, and finally judge or evaluate

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[10] Primarily Debo's A History of the Indians of The United States and Spicer's A Short History of the Indians of the United States

the material presented, thus reaching beyond the more mundane technique of who is or what is. Students should be allowed to present their opinions, but also called upon to support them.

Instructional Aids

I have collected and compiled under this category a variety of instructional aid materials for the classroom. Consult the appropriate film catalogs or distributors for a more detailed description of the materials.

Explanation of citations:

Type of instructional aid: Title [subject of aid if not apparent by title] (Distributors, producer, and/or rental agencies).

Student and Teacher Resources

The division between the two categories are determined by reading and comprehension level of the material. Student and teacher resources cited in the introductory units on American Indian culture and history serve as the bibliography for sources quoted in their succeeding units. Teacher resources are identified by an asterisk (*).

Unit One: What (or Who) is an Indian?

Objectives

At the conclusion of this unit, the student will be able to:

Identify: "enrolled Indian"
"non-enrolled Indian"

Compare and contrast the various factors used in defining "Indian"

Differentiate the categories used by various government agencies and tribal groups in establishing Indian identity

Judge the validity of the numerous and diverse definitions of an "Indian"

Outline

I. MAIN CATEGORIES USED IN DEFINING "INDIAN"

A. Racial
1. Based on quantum of "Indian" blood

B. Cultural
1. Emphasis on cultural factors
a. Use of common language or dialect
b. Similar customs and religious beliefs

C. Social
1. "...people who have some degree of Indian blood (usually less rather than more) and some (often fleeting) familiarity with their culture heritage but who are in terms of either race or culture only marginally 'Indians' (Svensson 1973:6)"

Points to Emphasize

The United States government and the Indians often differ on the emphasis of criteria used in considering who is an Indian.

Traditionally, Indians identified themselves in terms of kinship and tribal affiliations.

Since the earliest years of contact between Indians and Europeans in the New World, there has been a constant and relatively large-scale degree of "mixing" between Indians and others (Svensson 1973:2).

Urban Indians and reservation Indians differ as to the definition of Indian in terms of qualifying for government services.

Even tribal governments differ in their criteria for qualifying as a tribal member

The category used for defining "Indian" depends on who is asking and for what purposes.

Activities

Present class with a definition of "American Indian" from a standard dictionary and discuss

Discuss the background of important "mixed-blood" Indian leaders, i.e., John Ross, Quanah Parker, then confront class with the question "Were they Indian or white?" What criteria are you using for your answer? This might also be done with mixed-bloods or captives who were assimilated.

Discuss Svensson's conclusion that "At its heart, Indianess is a state of being, a cast of mind, a relationship to the Universe. It is undefinable." (Svensson 1973:9)

Instructional Aids

Student and Teacher Resources

Owl, Frell M.
1962 Who or What is an American Indian? (Ethnohistory, v. 9).

Svensson, Francis
1973 The Ethnics in American Politics: American Indians (Long Island, New York: Burgess Publishing Co.). [see chapter titled "What is an Indian"]

Introduction to Units on American Indian Cultures

General Objectives

At the end of the units on North American Indian cultures, the student will be able to:

Locate specified tribes in North America, in the past and present

Summarize the cultural background of selected North American Indian tribes

Compare and contrast selected tribes in the following areas: (1) subsistence patterns; (2) settlement patterns; (3) material culture; (4) political organization; (5) social organization; (6) religion; (7) the arts (usually optional). For a further breakdown of these categories see page 20.

Compare and contrast American Indian tribes overall in the areas listed above

Compare and contrast Euro-American concepts to American Indian values in the following areas: (1) land tenure; (2) government-political organization; (3) religion and (4) social organization

Evaluate (judge) a culture according to its own standards and values (cultural relativism)

Define and apply selected anthropological terms used in the study of American Indian cultures

Criticize the concept of ethnocentricity

Criticize the image of the "stereotyped" Indian

Outline

I. CLASSIFICATION SCHEMES

- A. Culture areas
- B. Language groups

II. SURVEY OF NORTH AMERICAN INDIAN TRIBES: LOCATION AND POPULATION

- A. Pre-Columbian
- B. Present

Points to Emphasize

Diversity of Indian cultures, even within the same culture area

The relationship of American Indian cultures and their respective physical environments. The strongest influence of environment is exerted on subsistence patterns and material culture but also affects the areas of political organization, social organization, and religion.

Diversity of Indian languages. No such thing as speaking "Indian".

The study of intertribal relations between tribes in areas of trade, diplomacy and warfare

North American Indian cultures were not static but dynamic.

Indian cultures throughout North America were highly developed by the time the first Europeans arrived.

Indian languages were fully developed with thousands of words and precise systems of pronunciation and grammar.

Activities

Oral report on an American Indian tribe. (Note - Tribes chosen for presentation should not include those considered by instructor or textbook since the objective of this activity is to familiarize students with the greatest number of Indian tribes possible.) [See pages 21-22 for suggested format].

Instructional Aids

Handout of anthropological terms used in the study of North American Indians (see pages 18-19 for suggested format).

Maps: (1) Distribution of American Indian tribes at time of European contact
(2) Current location of American Indian reservations
(3) Cultural areas of North America
(4) Language groups, North American Indians

The following maps show one or more of the above:

North America Before Columbus/ Indians of North America (NGS)
American Indians (CES)
Indian Tribes and Settlements in the New World, 1500-1750 (Nystrom)
Indian Land Areas (BIA)

Films: Indians of Early America (EBEC; Berkeley)
Native American Arts (MFR)

Record/Cassette: Indian Music and Folklore series (BT)

Record: An Anthology of American Indian and Eskimo Music (SSSS)
As Long as the Grass Shall Grow (SSSS)

Cassettes: Harmony and Discord: The American Indian (SSSS)
American Indian Medicine (A-T)
Tribal Myths and Symbols (A-T)
American Indian Religion (A-T)
Delawares and Pueblos - A Comparison of Two Indian Cultures (A-T)
Indian Tribes (CU)
The Indians Among Us (LL)

Transparencies: Early Indian Tribes (CES)
American Indians (Hamond, Inc.)

Transparency/Duplicating Book with Filmstrip: North American Indians (SSSS)

Filmstrips[silent]: Indian Cultures of the Americas (EBEC; SSSS)
American Indian Myths (EDC)

Filmstrips [sound]: American Indian Legends (EBEC)
The First Americans: Cultural Patterns (Schloat)
American Indians [filmstrips one and two in Minorities Have Made America Great, Set II] (SSSS)
The Earth Knowers: The Native Americans Speak (SSSS; MM)
Indians of the Western Hemisphere (LL)

Filmstrips [sound]: (con't.)
Early Indian Cultures of North America (FW)
Indians of North America (NGS)
The American Indian: A Dispossessed People (GA)
We Are Indians: American Indian Literature (GA)

Prints:
Indians: The First Americans (Scholastic)
Famous Indians Posters (PF)
Gallery of Early Americans (PF)
Early Indian Cultures of North America (FW)
The Mankind Portfolio of Six Indian Portraits (Mankind)

Multi-Media Kits:
Indians of North America (SSSS)

Simulations:
MAHOPA: A Simulation of the History and Culture of the North American Indian (SSSS)

Activity Boxes:
American Indian (SSSS)

Student and Teacher Resources

Benedict, Ruth
1961 Patterns of Culture (New York: Houghton-Mifflin Co.).

Brandon, William
1961 American Heritage Book of Indians (New York: McGraw-Hill Book Co.).

Costo, Rupert
1974 Contributions and Achievements of the American Indian (San Francisco: Indian Historian Press, Inc.).

Dockstader, Frederick J.
1966 Indian Art in America: The Arts and Crafts of the North American Indian (Greenwich, Conn.: New York Graphic Society, Ltd.).

Driver, Harold E.
1964 The Americas on the Eve of Discovery (Englewood Cliffs, NJ: Prentice-Hall Inc.).

1969 Indians of North America (Chicago, Ill.: University of Chicago Press).

Eggan, Fred et al.
1955 Social Anthropology of North American Tribes (Chicago, Ill.: University of Chicago Press).

Farb, Peter
1968 Man's Rise to Civilization As Shown by the Indians of North America from Primeval Times to the Coming of the Industrial State (New York: E.P. Dutton and Co., Inc.).

Henry, Jeannette ed.
1970- Index to Literature on the American Indian (San Francisco: Indian Historian Press, Inc.).

1972 The American Indian Reader: Anthropology (San Francisco: Indian Historian Press, Inc.).

Hodge, Frederick W. ed.
1912 Handbook of American Indians, North of Mexico (Westport, Conn.: Greenwood Press, Inc.).

Josephy, Alvin M., Jr.
1968 Indian Heritage of America (Westminster, Md.: Alfred A. Knopf, Inc.).

Kroeber, Alfred L.
1939 Cultural and Natural Areas of Native North America (University of California Publications in American Archaeology and Ethnology, vol. 38).

Linton, Ralph
1940 Acculturation in Seven Indian Tribes (Gloucester, Mass.: Peter Smith Publisher Inc.).

Marriott, Alice and Carol K. Rachlin
1972 American Indian Mythology (New York: Apollo Editions).

Mead, Margaret and Ruth Bunzel, ed.
1960 The Golden Age of American Anthropology (New York: George Braziller Inc.).

Newcomb, W.W., Jr.
1974 North American Indians: An Anthropological Perspective (Englewood Cliffs, New Jersey: Prentice-Hall, Inc).

Oswalt, Wendell H.
1973 This Land Was Theirs: A Study of the North American Indian (New York: John Wiley and Son's, Inc.).

Owen, R.C. et al.
1967 North American Indians: A Sourcebook (New York: Macmillan Publishing Co., Inc.).

Silverberg, Robert
1971 Home of the Red Man (Buffalo, New York: Washington Square Press, Inc.).

Smith, Dwight, ed.
1974 Indians of the United States and Canada: A Bibliography (Santa Barbara, California: American Bibliographic Center-Clio Press).

Spencer, Robert et al.
1965 Native Americans (Scranton, Penn.: Harper and Row Publishers, Inc.).

Swanton, John
1968 Indian Tribes of North America (St. Clair Shores, Mich.: Scholarly Press).

Terrell, John Upton
1974 American Indian Almanac (New York: Apollo Editions).

Underhill, Ruth
1972 Red Man's Religion: Beliefs and Practices of the Indians North of Mexico (Chicago, Ill.: University of Chicago Press).

Vlahos, Olivia
1971 New World Beginnings: Indian Cultures in the Americas (New York: Viking Press, Inc.).

Student and Teacher Resources (con't.)

The following periodicals frequently contain articles on American Indian cultures: American Anthropologist; Current Anthropology; Ethnology; Natural History; Folklore; Ethnohistory; Journal of Anthropological Research (formerly Southwestern Journal of Anthropology); American Ethnologist.

Late Additions:

Gabarino, Merwyn S.
1976 Native American Heritage (Boston: Little, Brown, and Company).

HISTORY 7 LARRY VANTINE

ANTHROPOLOGICAL TERMS USED IN THE STUDY OF AMERICAN INDIAN CULTURES

(Compiled from Victor Barnouw's AN INTRODUCTION TO ANTHROPOLOGY: ETHNOLOGY and Clyde Woods' CULTURE CHANGE)

A CLAN is a unilineal descent group, the members of which believe that they are related to one another from a common ancestor or ancestress. The same definition could be given for a lineage, except that in a lineage the members are able to trace their descent to known forbear; while in a clan the common ancestor is more distant and usually mythical.

UNILINEAL DESCENT means that kin relationship is traced through one line, either through males (PATRILINEAL DESCENT) or else through females (MATRILINEAL DESCENT); in societies having patrilineal descent, property and titles are passed from father to son; in matrilineal societies they are handed down from a man to his sister's son.

BILATERAL DESCENT: Equally related to the mother's and father's people.

PHRATRY: Two or more clans linked together to form one social unit.

MOIETY: A division of the clan into two groups.

PATRILOCAL RESIDENCE: Custom whereby a bride goes to live with or near her husband's patrilineal kinsmen.

MATRILOCAL RESIDENCE: Custom whereby the married couple live with or near the wife's female matrilineal kinsmen.

EXOGAMY is a general term for the requirement to marry outside a particular group.

ENDOGAMY is the requirement to marry within a particular group.

POLYGYNY: A form of marriage involving one man and more than one woman.

POLYANDRY: A form of marriage involving one woman and more than one man.

LEVIRATE: The custom whereby, when a man dies, his widow is expected to marry one of her dead husband's brothers.

SORORATE: The custom whereby, when a woman dies, her husband is expected to marry one of his dead wife's sisters.

CULTURE: The way of life of a group of people, the configuration of all of the more or less stereotyped patterns of learned behavior which are handed down from one generation to the next through the means of language and imitation.

CULTURE CHANGE: Any modification in the way of life of a people whether consequent to internal developments or to contact between peoples with unlike ways of life.

ACCULTURATION: Change which occurs when two or more previously autonomous cultural traditions come into continuous contact with sufficient intensity to promote extensive changes in one or more areas.

ASSIMILATION: The process whereby two or more previously separate cultural traditions are combined to produce something new.

CULTURAL RELATIVITY: The notion that practices should only be evaluated in terms of the cultural setting in which they take place.

I. Subsistence Patterns
   A. Division of Labor

II. Settlement Patterns

III. Material Culture
   A. Dwellings
   B. Clothing
   C. Household goods

IV. Political Organization

V. Social Organization
   A. Kinship and Descent
   B. Form of family
   C. Residence patterns
   D. Voluntary associations

VI. Religion
   A. Ceremonialism
   B. Religious Societies

VII. The Arts

History 7
Larry Vantine

Oral Reports on North American Indian Tribes

Each oral report should be from 5 to 10 minutes in length. The scope of the report should cover 1) distinguishing cultural characteristics, 2) historical role and 3) present situation, i.e., population, location of tribe and other pertinent information. Only one report per tribe.

Suggested sources: American Indian Almanac by John Terrell
The Native Americans by Spencer and Jenning
Indian Tribes of the United States by John Swanton
Handbook on Indians North of Mexico by Fredrick Hodge

Partial List of Indian Tribes:

I. Tribes of the Northeast and Southeast

Northeast	Southeast
Abnaki	Cherokee
Pasamaquoddy	Chickasaw
Pennacook	Creek
Penobscot	Choctaw
Wampanoag	Seminole
Narragansett	Yamasee
Pequot	Natchez
Delaware	Calusa
Erie	
Huron	
Ottawa	
Iroquois	
Cayuga	
Mohawk	
Oneida	
Onandaga	
Seneca	
Shawnee	
Sauk	
Fox	
Kickapoo	
Objibwa	

II. Tribes of the Plains and Southwest

Plains	Southwest
Blackfoot	Apache
Gros Ventre	Jicarilla
Crow	Mescalero
Assiniboin	Chiricahua
Hidatsa	Navajo
Mandan	Hopi
Sioux	Zuni
Iowa	Pueblo
Ponca	Papago
Pawnee	Pima
Cheyenne	Mohave

(con't.)

II. Indian Tribes of the Plains and Southwest

Arapaho	Yuma
Kiowa	Havasupai
Osage	
Comanche	
Caddo	

III. Indian Tribes of the

Plateau	Great Basin	California
Flathead	Shoshone	Luiseno
Coeur D'Alene	N. Paiute	Gabrielino
Spokane	S. Paiute	Chumash
Nez Perce	Ute	Yokuts
Yakima	Washo	Pomo
Klamath	Chemhuevi	Maidu
Modoc	Serrano	Yana
	Cahuilla	Shasta
		Salinan

Northwest	Arctic
Yurok	Point Barrow Eskimo
Tillamook	Aleut
Quinault	
Puyallup	
Nisqually	

Unit Two: Prehistory of the American Indian

Objectives

At the conclusion of this unit the student will be able to:

Identify and locate major archaeological sites in North America

Compare and contrast various theories regarding origins of the American Indian

Compare and contrast subsistence patterns, technological innovations, social and political organization of the evolutionary cultural stages in prehistoric North America

Outline

I. ORIGINS OF THE AMERICAN INDIAN

- A. Lost Continents Theory
  - 1. Atlantis
  - 2. Mu
- B. Descendants of Original Tribes of Israel
  - 1. Mormon belief
- C. Transpacific (Kon-Tiki) Theory
- D. Bering Strait Land Bridge
- E. Origin Myths of North American Indian Tribes

Outline (continued)

II. PREHISTORY

A. Big Game Hunters (Paleo-Indian Period)
   1. Subsistence patterns
   2. Social organization
   3. Major sites/cultural traditions
      a. Clovis
      b. Folsom
      c. Plano

B. Foragers (Archaic Period)
   1. Subsistence patterns
   2. Social organization
   3. Major sites/cultural traditions
      a. Eastern
      b. Western (Desert)

C. Later Specializations
   1. Woodland
      a. Adena-Hopewell
      b. Mississippian
   2. Plains
   3. Southwest
      a. Mogollon
      b. Hohokam
      c. Anasazi

Points to Emphasize

American Indian origin myths are comparable to the story of creation, Genesis, in the Christian tradition.

Differences in prehistoric cultural traditions can be explained as specialized adaptations to different environmental conditions.

The Indians were in North America long before Europeans "discovered" America.

Activities

Have students present an origin myth of an American Indian.

Write a narrative on "A Day in the Life of an Paleo-Indian".

Plan a field trip to a nearby museum whose collections contain Indian artifacts. Have students turn in a written report about their visit to the museum or discuss in class.

Instructional Aids

Maps: (1) Migration routes across the Bering Strait and into North and South America
(2) Major archaeological sites and cultural traditions in North America

Films: The First Americans (Berkeley, Minnesota, Illinois, Indiana)
Prehistoric Men (Xerox)

Filmstrips [sound]: How the Indians Discovered a New World [filmstrip number five in Man on the Move: An Introduction to Anthropology] (SSSS: Valiant; CA)

Transparency: Came From Siberia (CES)

Student and Teacher Resources

Brennan, Louis
1970 American Dawn: A New Model of American Prehistory (New York: Macmillan Publishing Co., Inc).

Ceram, C.W.
1971 First American: A Story of North American Archaeology (New York: Harcourt Brace Jovanovich, Inc).

Claiborne, Robert
1973 First Americans (Morristown, New Jersey: Silver Burdett Co.).

Coy, Harold
1973 Man Comes to America (Waltham, Mass.: Little, Brown and Co.).

Student and Teacher Resources

Fitting, James ed.
1973 The Development of North American Archaeology (Garden City, New York: Doubleday and Co., Inc.).

Goldstein, Shirley ed.
1975 North America (New York: St. Martin's Press, Inc).

Hester, Joseph A. and Keith MacGawan
1962 Early Man in the New World (Garden City, New York: Natural History Press).

*Huddleston, Lee E.
1967 Origins of the American Indians: European Concepts (Austin, Texas: University of Texas Press).

*Jennings, Jesse D. and Edward Norbeck eds.
1964 Prehistoric Man in the New World (Chicago, Ill.: University of Chicago Press).

* 1974 Prehistory of North America (New York: McGraw-Hill Book Co.).

*Kidder, Alfred
1962 Introduction to the Study of Southwest Archaeology (New Haven, Conn.: Yale University Press).

McKern, Sharon S.
1972 Exploring the Unknown: Mysteries in American Archaeology (New York: Praeger Publications).

*MacNeish, Richard S. et al.
1973 Early Man in America: Readings from Scientific American (San Francisco: W.H. Freeman and Co.).

Patterson, Thomas C.
1973 America's Past: A New World Archaeology (Glenview, Ill.: Scott Foresman and Co.).

Sanders, William and Joseph P. Marino
1970 New World Prehistory (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.).

Stewart, T.D.
1973 The People of America (New York: Charles Scribner's Sons).

Student and Teacher Resources (con't.)

Wauchope, Robert
1962 Lost Tribes and Sunken Continents: Myth Method in the Study of American Indians (Chicago, Ill.: University of Chicago Press).

*Wedel, Waldo R.
Prehistoric Man on the Great Plains (Norman: University of Oklahoma Press).

*Willey, Gordon
1966 Introduction to American Archaeology: North and Middle America (Englewood Cliffs, New Jersey: Prentice-Hall, Inc.).

The following periodicals frequently contain articles on American Indian prehistory (North American archaeology): American Antiquity; Archaeology; American Journal of Physical Anthropology; Scientific American; Arctic Anthropology; Archaeology of Eastern North America; Pennsylvania Archaeologist.

Unit Three: American Indian Cultures, East of the Mississippi

Objectives

At the end of this unit the student will be able to

Identify[1]:

Algonquians	"Hodenosaunee"	Pine Tree Chiefs
Beloved Men	"Honored Men"	Powhatan Confederacy
calumet	Hot house	"puskita"
Council of Fifty	Huron Confederacy	Red Clans
Deganawidah	longhouse	sachem
Dream Festival	Manitou	"Stinkards"
False Face Society	Miami Confederacy	"Suns"
Grand Medicine Society	Miko	Tuscaroras
Great Sun	Muskhogen	wampum
Green Corn Ceremony	"Nobles"	White Clans
Hiawatha	orenda	wigwam

Compare and contrast selected tribes for the Northeast and Southeast in the following areas: (1) material culture; (2) subsistence patterns; (3) political organization; (4) social organization; and (5) religion

Identify and locate major tribes in the Northeast and Southeast

Compare the structure and division of powers of the federal government with the Iroquois Confederacy

Compare and contrast the stereotyped image of the Indian with Indians of the Northeast and Southeast

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[1] These will differ according to the sources used and tribes covered in class. Spencer and Jennings (1965) and Silverberg (1971) provided the basis of the names and terms used here.

Outline

I. INDIAN CULTURES, EAST OF THE MISSISSIPPI

A. Indians of the Northeast
   1. Survey of Indian tribes in northeastern U.S.
   2. General characteristics of tribes within culture area [see Kroeber (1939)]
   3. Case Studies: Iroquois, Eastern Algonquians: Penobscot; Eastern Sub-Arctic: Objibwa[1]
      a. Subsistence patterns
      b. Political organization
      c. Social organization
      d. Material culture
      e. Religion

B. Indians of the Southeast
   1. Survey of Indian tribes in southeastern U.S.
   2. General characteristics of tribes within culture area [see Kroeber (1939)]
   3. Case studies: Natchez, Creeks[2]
      a. Subsistence patterns
      b. Material culture
      c. Social organization
      d. Political organization
      e. Religion

Points to Emphasize

The sophisticated and fluid political structure of the Iroquois and Creek Confederacies

Comparison of the political organization of the Iroquois and the Eastern Algonquians

The importance of the role of women in agriculturally-based Indian societies especially the Iroquois and Natchez

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[1] The tribes used for case studies will differ according to textbook and instructor's preference. Spencer and Jennings (1965) provide case studies for those listed.

[2] Ibid.

Activities

Map Assignment: Locate given Indian tribes of the Northeast and Southeast at the time of European contact.

Using the above map compare the position of the tribes, east of the Mississippi, at the time of European contact with their present locations. What conclusions can be drawn?

Oral reports on various tribes in the Northeast and Southeast

Instructional Aids

Films: Seminole Indians (Minnesota)
Longhouse People (Indiana)

Filmstrips [silent]: Indians of the Northeast (EBEC)
Indians of the Southeast (EBEC)
American Indian Cultures-Plains and Woodland (EBEC)

Transparency: Eastern Indians (Valiant)

Student and Teacher Resources

Axtell, James ed.
1973 Native American People of the East (West Haven, Conn.: Pendulum Press, Inc.).

Burt, Jesse and Robert B. Ferguson
1973 Indians of the Southeast: Then and Now (Nashville, Tenn.: Abingdon Press).

*Fenton, William N. ed.
1951 Symposium on Local Diversity in Iroquois Culture (St. Clair Shores, Mich.: Scholarly Press).

*Fenton, William N. and John GuLick eds.
1961 Symposium on Cherokee and Iroquois Culture (St. Clair Shores, Mich.: Scholarly Press).

Garbarino, Merwyn S.
1972 Big Cypress: A Changing Seminole Community (New York: Holt, Rinehart, and Winston, Inc.).

Hertzberg, Hazel W.
1966 The Great Tree and The Long House (New York: Macmillan Publishing Co., Inc.).

Student and Teacher Resources (con't.)

Johnson, F. Roy
1972 The Algonquians: Indians of That Part of the New World First Visited by the English: Prehistory and Culture Murfreesboro, NC: Johnson Publishing Co.).

Kinietz, W. Vernon
1965 Indians of the Western Great Lakes, 1615-1760 (Ann Arbor, Mich.: University of Michigan Press).

Landes, Ruth
1968 Mystic Lake Sioux: Sociology of the Mdewakantonwan Santee (Madison, Wis.: University of Wisconson Press).

Mahon, John K.
1974 Indians of the Lower South (Pensacola, Fla.: University of West Florida).

Morgan, Lewis Henry
1972 League of the Iroquois (Secaucus, NJ: Citadel Press).

Quimby, George I.
1960 Indian Life on the Upper Great Lakes: 11,000 B.C. to A.D. 800 (Chicago, Ill.: University of Chicago Press).

Ritzenthaler, Robert and Pat Ritzenthaler
1970 Woodland Indians of the Western Great Lakes (Garden City, New York: Natural History Press).

Spindler, George and Louise Spindler
1971 Dreamers Without Powers: The Menomini Indians (New York: Holt, Rinehart, and Winston, Inc.).

*Swanton, John
1943 The Indians of the Southeastern United States (St. Clair Shores, Mich.: Scholarly Press).

* 1970 Indian Tribes of the Lower Mississippi Valley and Adjacent Coast of the Gulf of Mexico (New York: Johnson Reprint, Corp.).

*Tooker, Elizabeth
1964 An Ethnography of the Huron Indians, 1615-1649 (St. Clair Shores, Mich.: Scholarly Press).

Student and Teacher Resources (con't.)

*Wissler, Clark ed.
1909 The Indians of Greater New York and the Lower Hudson (New York: AMS Press, Inc.).

The following periodicals frequently contain articles on American Indian cultures, east of the Mississippi: Florida Anthropologist; Man in the Northeast.

Late Additions:

Kraft, Herbert, ed.
1974 A Delaware Indian Symposium (Harrisburg: The Pennsylvania Historical and Museum Commission).

Unit Four: Indian Cultures, West of the Mississippi[1]

Objectives

At the conclusion of this unit, the student will be able to:

Identify:[2]

Basketmaker Culture	kivas
Blessing Way	Okipa ceremony
"Buffalo Bulls"	"Old Settlers"
coup	"outfit"
Dakota Confederation	plank houses
Give Away Feast	potlatch
hogan	Pueblos
Hohokam	Sun Dance
"horse-and-buffalo" complex	tipi
katchinas	totem pole
Kit-Foxes	

Describe the role of the horse and buffalo in Plains culture

Compare and contrast selected tribes for the Indian cultures, west of the Mississippi in the following areas: (1) material culture; (2) subsistence patterns; (3) political organization; (4) social organization; and (5) religion

Identify and locate major tribes in the area west of the Mississippi

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[1] This unit may be broken down into the following culture areas: Greater Southwest; Pacific Northwest; California; Plains and Praries; and Great Basin/Plateau

[2] These will differ to the sources used and tribes covered in class. Spencer and Jennings (1965) and Silverberg (1971) provided the basis of the names and terms used here.

Outline

I. TRIBES OF THE GREAT PLAINS[1]

A. Survey of tribes, languages, and environment
B. Case Studies: Mandan, Teton Dakota, and Kiowa
   1. Material culture
   2. Subsistence patterns
   3. Political organization
   4. Social organization
   5. Religion

II. TRIBES OF THE GREATER SOUTHWEST[2]

A. Survey of tribes, languages, and environment
B. Case Studies: Zuni, Navajo
   1. Material culture
   2. Subsistence patterns
   3. Political organization
   4. Social organization
   5. Religion

III. TRIBES OF WESTERN NORTH AMERICA-PLATEAU, GREAT BASIN, AND CALIFORNIA[3]

A. Survey of tribes, environments, and language groups
B. Case Studies: (use areas listed under I. B for studying the following tribes)
   1. Plateau
      a. Klamath
   2. California
      a. Hupa
      b. Pomo
      c. Luiseno
      d. Mojave
   3. Great Basin
      a. Shoshone

IV. INDIANS OF THE NORTHWEST COAST[4]

A. Survey of tribes, language groups, environment
B. Case Studies: Kwakiutl and Tlingit
   1. Material culture
   2. Subsistence patterns
   3. Political organization
   4. Social organization
   5. Religion

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[1] Spencer and Jennings (1965) provides material for the case studies listed.
[2] Ibid.
[3] Ibid.
[4] Ibid.

Points to Emphasize

Plains Indian culture, based on the horse-and-buffalo complex, was a relatively recent phenomenon. It probably did not fully develop until well into the 1700's.

Activities

Map: Locate given Indian tribes, west of the Mississippi at the time of European contact

Oral reports on tribes in California, Pacific Northwest, Great Basin, Plateau, Greater Southwest, and Plains

Instructional Aids

Films: This Was the Time [potlatch] (Berkeley)
People of the Buffalo (Berkeley, Indiana)
Indians of California (Berkeley, Indiana)
Ishi in Two Worlds (Berkeley, Minnesota, Oregon)
Acorns: Staple Food of California Indians (Berkeley)
Washoe (Minnesota, Indiana)
Indians of the Plains-Sun Dance Ceremony (Minnesota, Oregon)
Way of the Navajo (Minnesota)
The Navajos-Children of the Gods (Disney, Minnesota)
Indians of the Southwest (Mac)
Navajo (Mac)
The Crooked Beak of Heaven [potlatch] (Time-Life)

Film Loops: Southwest Indians (P-H)
Plains Indians (P-H)
Pacific Coast Indians (P-H)

Discovery Packet: Indians of the Southwest (MM)

Cassette: The Hopi Speaks: Message to the World (LL)

Instructional Aids (continued)

Filmstrips[silent]: American Indian Cultures-Plains and Woodland (EBEC)
Indians of the Southwest (EBEC)
Indians of the Plains (EBEC)
Indians and Eskimos of the Northwest (EBEC)

Filmstrips [sound]: The Early Indian Culture in the Southwest (SSSS)
Indian Life in North America [Pueblo and Havasupai] (SSSS; EDC)
Indians of the Pacific Northwest (EMI)
The Pueblo Story (RMI)
Southwest Indian Crafts (RMI)
The Navajo Story (RMI)
Navajo Wildlands (PF)

Simulation: Potlatch (SSSS)

Transparencies: Western Indians (Valiant)
Hunting Buffalo (CES)

Student and Teacher Resources

Baldwin, Gordon C.
1973 Indians of the Southwest (New York: G.P. Putnam's Sons).

Basso, Keith H.
1970 Cibecue Apache (New York: Holt, Rinehart, and Winston, Inc.).

* 1971 Apachean Culture, History, and Ethnology (Tucson: University of Arizona Press).

Bean, Lowell
1972 Mukat's People: The Cahuilla Indians of Southern California (Berkeley: University of California Press).

Brown, Vinson
1969 Pomo Indians of California and Their Neighbors (Healdsburg, Calif.: Naturegraph Publishers).

Brusa, Betty W.
1973 Salinan Indians and Their Neighbors (Healdsburg, Calif.: Naturegraph Publishers).

Catlin, George
1973 Letters and Notes on the Manners, Customs, and Conditions of the North American Indians (New York: Dover Publications, Inc.).

Student and Teacher Resources (con't.)

*Codere, Helen
1950 Fighting With Property: A Study of Kwakiutl Potlatching and Warfare (Seattle: University of Washington Press).

*D'Azeredo, Warren ed.
1973 The Washo Indians of California and Nevada (Salt Lake City: University of Utah Press).

Downs, James F.
1966 Two Worlds of the Washo: An Indian Tribe of California and Nevada (New York: Holt, Rinehart and Winston, Inc.).

1972 The Navajo (New York: Holt, Rinehart, and Winston, Inc.).

Dozier, Edward P.
1965 Hano: A Tewa Indian Community in Arizona (New York: Holt, Rinehart, and Winston, Inc.).

1970 The Pueblo Indians of North America (New York: Holt, Rinehart, and Winston, Inc.).

Drucker, Philip
1963 Indians of the Northwest Coast (Garden City, New York: Natural History Press).

*Drucker, Philip and Robert Heizer
1967 To Make My Name Good: A Re-Examination of the Southern Kwakiutl Potlatch (Berkeley: University of California Press).

Dutton, Bertha
1974 Indians of the American Southwest (Los Angeles: Spectrum Productions).

Erdoes, Richard
1972 The Sun Dance People: The Plains Indians, Their Past and Present (Westminster, Md.: Alfred A. Knopf, Inc.).

*Ewers, John
1955 The Horse in Blackfoot Indian Culture with Comparative Material from Other Western Tribes (St. Clair Shores, Mich.: Scholarly Press).

1969 Horse in Blackfoot Indian Culture (New York: Smithsonian Institution Press).

Student and Teacher Resources (con't.)

Forbes, Jack
1965 Native Americans of California and Nevada (Healdsburg, Calif.: Naturegraph Publishers).

Grinell, George
1972 Cheyenne Indians, Their History and Ways of Life (Lincoln: University of Nebraska Press).

Haines, Francis
1970 Indians of the Great Basin and Plateau (New York: G.P. Putnam's Sons).

*Hedrick, Basil ed.
1973 The Classic Southwest: Readings in Archacology, Ethnohistory, and Ethnology (DeKalb, Ill.: Northern Illinois University Press).

*Heizer, Robert F. and M.A. Whipple
1971 The California Indians: A Source Book (Berkeley: University of California Press).

Hoebel, Edward A.
1960 Cheyennes: Indians of the Great Plains (New York: Holt, Rinehart, and Winston, Inc.).

Holder, Preston
1974 The Hoe and the Horse on the Plains: A Study of Cultural Development Among North American Indians (Lincoln: University of Nebraska Press).

Hooper, Lucille
1972 The Cahuilla Indians (Ramona, Calif.: Fallena Press).

Jorgensen, Joseph
1974 The Sun Dance People: Power for the Powerless (Chicago: University of Chicago Press).

Kluckhohn, Clyde and Dorothea Leighton
1973 The Navajo (Cambridge, Mass.: Harvard University Press).

*Kroeber, Alfred A.
1925 Handbook of the Indians of California (Berkeley: California Book Co.).

*Lewis, Oscar
1942 Effects of White Contact Upon Blackfoot Culture, with Special Reference to the Role of the Fur Trader (Seattle: University of Washington Press).

Student and Teacher Resources (con't.)

Lowie, Robert H.
1956 Crow Indians (New York: Holt, Rinehart, and Winston, Inc.).

1963 Indians of the Plains (Garden City, New York: Natural History Press).

McFeat, Tom ed.
1967 Indians of the North Pacific Coast (Seattle: University of Washington Press).

McFee, Malcolm
1972 Modern Blackfeet: Montanans on a Reservation (New York: Holt, Rinehart, and Winston, Inc.).

Mails, Thomas E.
1973 Dog Soldiers, Bear Men and Buffalo Women: The Societies and Cults of the Plains Indians (Englewood Cliffs, NJ: Prentice-Hall, Inc).

1972 Mystic Warriors of the Plains (Garden City, New York: Doubleday).

Marriott, Alice
1968 Kiowa Years (New York: Macmillan Publishing Co., Inc.).

Metcalf, P. Richard
1973 The Native American People of the West (West Havan, Conn.: Pendulum Press).

*Mishkin, Bernard
1940 Rank and Warfare Among the Plains Indians (Seattle: University Of Washington Press).

Newcomb, W.W., Jr.
1961 Indians of Texas: From Prehistoric to Modern Times (Austin: University of Texas Press).

Oosterman, Gordon
1973 The People: Three Indian Tribes of the Southwest (Grand Rapids, Mich.: William B. Eerdmans Publishing Co.).

Opler, Morris
1969 Apache Odyssey (New York: Holt, Rinehart, and Winston, Inc.).

Student and Teacher Resources (con't.)

Ortiz, Alfonso
1969 Tewa World: Space, Time, and Being in a Pueblo Society (Chicago: University of Chicago Press).

Powers, William K
1969 Indians of the Northern Plains (New York: G.P. Putnam's Sons).

1972 Indians of the Southern Plains (New York: G.P. Putnam's Sons).

Roe, Frank
1955 The Indian and the Horse (Norman: University of Oklahoma Press).

Terrell, John Upton
1972 The Navajos: The Past and Present of a Great People (Scranton, Penn.: Harper and Row Publishers, Inc.).

The following periodicals frequently contain articles on American Indian cultures, west of the Mississippi: Plains Anthropologist; Northwest Anthropological Notes; Masterkey; Journal of California Anthropology.

Late Additions:

Gunther, Erna
1972 Indian Life on the Northwest Coast of North America As Seen by the Early Explorers and Fur Traders During the Last Decades of the 18th Century (Chicago: The University of Chicago Press).

Hayes, H.R.
1975 Children of the Raven: The Seven Indian Nations of the Northwest Coast (New York: McGraw-Hill Book Company).

Steward, Julian H.
1970 Basin-Plateau Aboriginal Sociopolitical Groups (Salt Lake City: University of Utah Press).

Introduction to Units on American Indian History

Objectives

At the conclusion of the teaching units on American Indian history, the student will be able to:

Identify influential Indian leaders, past and present

Outline major phases in American Indian history

Compare and contrast selected revitalization movements in North America

Describe major government policies toward the American Indian

Evaluate important court cases concerning the legal status of Indians and Indian tribes

Criticize the stereotyped role of the Indian in American history

Describe intertribal relations among North American Indians

Evaluate the effects of white contact on intertribal relations

Evaluate the role of the Indian in American history

Criticize the effects of government policy on intratribal relations

Outline

I. SURVEY OF MAJOR PHASES IN AMERICAN INDIAN HISTORY[1]

A. Many Nations, 1540-1794
B. New Orientations, 1763-1848
C. Dependent Domestic Nations, 1831-1898
D. The Colonial Pattern, 1871-1934
E. American Citizens, 1924-1967

Points to Emphasize

Since the Indians were in North America first, the Europeans were the intruders.

Indian lands (Reservations) were not given to them but are the remnants of their aboriginal lands.

Methods in government policies have changed but not the basic goal: assimilation of the Indian in American society. For this reason, government programs are destined to fail unless the overall objective is changed.

[1] Structured after Spicer, 1969.

Activities

Oral or written reports on selected articles or topics on American Indian history (see pages 52-53 for suggested format).

Instructional Aids

Films: The Indians (Xerox)
Home of the Brave (Pyramid)

Filmstrips [sound]: Legal and Illegal: The Dispossession of the Indians (SSSS; MM)
The American Indian: A Study in Depth (SSSS, Schloat)

Posters: A Portfolio of Outstanding Contemporary American Indians (SSSS)
Historical American Indian Biographies (SSSS)
Contemporary American Indian Biographies (SSSS)
Famous Indian Posters (PF)
Gallery of Early Americans (PF)

Record: As Long As the Grass Shall Grow (SSSS)

Prints: Indians: The First Americans (Scholastic)

Cassette: Famous American Indian Leaders (CU)

Map: Indian Land Cessions (AAG)
Indian Land Areas (BIA)

Instructional Aids (continued)

Simulation: Indians View Americans, Americans View Indians [Divided into three sections: Red Men and White Men; The Black Hawk War and Cherokee Removal; The Sun Dance and Ghost Dance] (EAV)

Cassettes: Folklore vs. Reality-Three Views of the Indian in American History (A-T)
Genocide: American Style (A-T)
History of the Forked Tongue [Parts I and II] (A-T)
Harmony and Discord: The American Indian (SSSS)

Jackdaw Kit: Indian Resistance (SSSS)

Student and Teacher Resources

Andrews, Ralph
1971 Indian Leaders Who Helped Shape America (Seattle: Superior Publishing Co.).

Armstrong, Virginia ed.
1972 I Have Spoken: American History Through the Voices of the Indians (New York: Pocket Books, Inc.).

*Berkhofer, Robert F., Jr.
1972 Salvation and the Savage: An Analysis of Protestant Missions and American Indian Response, 1787-1862 (New York: Atheneum Publishers).

Britt, Albert
1938 Great Indian Chiefs (Plainview, New York: Books for Libraries, Inc.).

Capps, Ben
1973 The Indians (Morristown, NJ: Silver Burdett Co.).

Chamberlin, J
1975 The Harrowing of Eden: White Attitudes Toward Native Americans (New York: Seabury Press, Inc.).

*Cohen, Felix
1942 Handbook of Federal Indian Law (Albuquerque: University of New Mexico Press).

Student and Teacher Resources (con't.)

Council on Interracial Books for Children ed.
1971 Chronicles of American Indian Protest (New York: Fawcett World Library).

David, Jay ed.
1972 The American Indian: The First Victim (New York: William Morrow and Co., Inc.).

Debo, Angie
1970 A History of the Indians of the United States (Norman: University of Oklahoma Press).

DeLoria, Vine, Jr.
1971 Of Utmost Good Faith (New York: Bantam Books).

Dennis, Henry C.
1971 American Indian, 1492-1970: A Chronology and Fact Book (Dobbs Ferry, New York: Oceana Publications).

Ellis, Richard N. ed.
1972 Western American Indian: Case Studies in Tribal History (Lincoln: University of Nebraska Press).

Fey, Harold E. and D'Arcy McNickle
1970 Indians and Other Americans: Two Ways of Life Meet (Scranton, Penn.: Harper and Row Publishers, Inc.).

Forbes, Jack
1964 Indian in America's Past (Englewood Cliffs, NJ: Prentice-Hall, Inc.).

Georgakas, Dan
1973 The Broken Hoop: A History of Native Americans from the Atlantic Coast to the Plains (Garden City, New York: Doubleday and Co., Inc.).

1973 Red Shadows: A History of Native Americans from the Desert to the Pacific Coast (Garden City, New York: Doubleday and Co., Inc.).

Gibson, Michael
1974 The American Indian: From Colonial Times to the Present (New York: G.P. Putnam's Sons).

Hagan, William
1961 American Indians (Chicago: University of Chicago Press).

Student and Teacher Resources (con't.)

Hamilton, Charles ed.
1972 Cry of the Thunderbird: The American Indian's Own Story (Norman: University of Oklahoma Press).

Heard, J. Norman
1973 White into Red: A Study of the Assimilation of White Persons Captured by Indians (Metuchen, NJ: Scarecrow Press, Inc.).

Henry, Jeannette ed.
1970- Index to the Literature on the American Indian (San Francisco: Indian Historian Press, Inc.).

1974 American Indian Reader: History (San Francisco: Indian Historian Press, Inc.).

Hudson, Charles ed.
1975 Four Centuries of Southern Indians (Athens: University of Georgia Press).

Hundley, Norris ed.
1974 The American Indian (Santa Barbara, Calif.: American Bibliographic Center-Clio Press).

Jones, Charles ed.
1972 Look to the Mountain Top (San Jose, Calif.: H.M. Gousha).

Josephy, Alvin M., Jr.
1961 Patriot Chiefs: A Chronicle of American Indian Resistence (New York: Viking Press, Inc.).

1971 Indian Resistance: The Patriot Chiefs[Jackdaw] (New York: Grossman Publishers, Inc.).

*Kappler, Charles J. comp.
1972 Indian Treaties, 1778-1883 (New York: Interland Publishing, Inc.).

Leacock, Eleanor and Nancy O. Lurie
1971 North American Indians in Historical Perspective (Westminister, MD: Random House, Inc.).

McNickle, D'Arcy
1966 The Indian Tribes of the United States: Ethnic and Cultural Survival (New York: Oxford University Press).

Student and Teacher Resources (con't.)

McNickle, D'Arcy
1972 They Came Here First: The Epic of the American Indian (New York: Octagon Books).

1973 Native American Tribalism (New York: Oxford University Press).

*Macleod, William Christie
1928 The American Indian Frontier (New York: Alfred A. Knopf, Inc.).

Marriott, Alive and Carol K. Rachlin
1969 American Epic: The Story of the American India:(New York: G.P. Putnam's Sons).

Meyer, William
1971 Native Americans: The New Indian Resistance (New York: International Publishers Co., Inc.).

Mosquin, Wayne and Charles Van Doren eds.
1974 This Country Was Ours: A Documentary History of the American Indian (New York: Praeger Publishers).

Myers, J. Jay
1972 Red Chiefs and White Challengers (Buffalo, New York: Washington Square Press, Inc.).

Nichols, Roger L. and George Adams eds.
1971 American Indians: Past and Present (Lexington, Mass.: Xerox College Publishing).

Pearce, Roy H. and J.H. Miller
1965 Savages of America: A Study of the Indian and the Idea of Civilization (Baltimore, MD: John Hopkin's Press).

Pearson, Keith L.
1973 The Indian in American History (New York: Harcourt, Brace, and Jovanovich, Inc.).

Peithmann, Irvin M.
1964 Broken Peace Pipes: A Four Hundred Year History of the American Indian (Springfield, Ill.: Charles C. Thomas Publishers).

Student and Teacher Resources (con't.)

*Price, Monroe
1973 Law and the American Indian (Indianapolis: Bobbs-Merrill Co., Inc.).

Prucha, Francis and William Hagan, Alvin M. Josephy, Jr.
1971 American Indian Policy (Indianapolis: Indiana Historical Society).

Prucha, Francis P. ed.
1971 Indian in American History (New York: Holt, Rinehart, and Winston, Inc.).

Roe, Melvin ed.
1971 Readings in the History of the American Indian (New York: Mss Information Corp.).

*Royce, Charles C.
1971 Indian Land Cessions in the United States (New York: Arnold Press).

Sanders, Thomas and Walter W. Peck eds.
1973 Literature of the American Indian (Riverside, NJ: Glencoe Press).

Schmeckebier, Laurence F.
1927 The Office of Indian Affairs, Its History, Activities, and Organizations (New York: AMS Press, Inc.).

Slotkin, Richard
1973 Regeneration Through Violence: The Mythology of the American Frontier, 1600-1860 (Middletown, Conn.: Wesleyan University).

Spicer, Edward H.
1969 A Short History of the Indians of the United States Cincinnati, Ohio: Van Nostrand Reinhold Co.).

Sutton, Irme
1975 Indian Land Tennure: Bibliographical Essay and a Guide to the Literature (New York: Clearwater Publishing Co.).

Svensson, Frances
1973 The Ethnics in American Politics: American Indians Long Island City, New York: Burgess Publishing Co.).

Tebbel, John
1966 The Compact History of Indian Wars (New York: Tower Publications, Inc.).

Student and Teacher Resources (con't.)

Tyler, S. Lyman
1973 A History of Indian Policy (Washington, D.C.: Government Printing Office).

Underhill, Ruth
1971 Red Man's America: A History of the Indians of the United States (Chicago: University of Chicago Press)

Van DerBeets, Richard ed.
1973 Held Captive by Indians: Selected Narratives, 1642-1836 (Knoxville, Tenn.: University of Tennessee Press

Vanderwerth, W.C.
1971 Indian Oratory: A Collection of Famous Speeches by Noted Indian Chieftains (Norman: University of Oklahoma Press).

Vogel, Virgil V.
1968 Indian in American History (Evanston, Ill.: Integrated Education Associates).

1972 This Country Was Ours: A Documentary History of the American Indian (Scranton, Penn.: Harper and Row Publishers, Inc.).

Washburn, Wilcomb E.
1964 Indian and the White Man (Garden City, New York: Doubleday and Co., Inc.).

1971 Red Man's Land-White Man's Law (New York: Charles Scribner's Sons).

1973 American Indians and the United States (New York: Random House, Inc.).

1975 The Indian in America (Scranton, Penn.: Harper and Row Publishers, Inc.).

Wax, Murray L.
1971 Indian-Americans: Unity and Diversity (Englewood Cliffs, NJ: Prentice-Hall, Inc.).

Wax, Murray L. and Robert Buchanan eds.
1975 Solving "the Indian Problem": The White Man's Burdensome Business (New York: Franklin Watts, Inc.).

Student and Teacher Resources (con't.)

Wise, Jennings and Vine Deloria, Jr.
1971 Red Man in the New World Drama (New York: Macmillan Publishing Co., Inc.).

Wissler, Clark
1966 Indians of the United States: Four Centuries of Their History and Culture (Garden City, New York: Doubleday and Co., Inc.).

Worton, Stanley
1974 The First Americans (Rochelle Park, NJ: Hayden Book Co., Inc.).

Wrone, David R. and Russell Nelson, Jr. eds.
1973 Who's the Savage: A Documentary History of the Mistreatment of the Native North Americans (Greenwich, Conn.: Fawcett Publications).

The following periodicals frequently contain articles on American Indian history: American Heritage; Journal of American History (formerly Mississippi Valley Historical Review); American History Illustrated; Indian Historian; Journal of Ethnic Studies; Proceedings of the American Philosophical Society; Pacific Historical Review; American Indian Quarterly.

Also see titles published in The Civilization of the American Indian Series by the University of Oklahoma Press.

Late Additions:

Hodge, Frederick W. ed.
1912 Handbook of American Indians, North of Mexico (Westport, Conn.: Greenwood Press, Inc.).

Holmes, Vera
1950 History of the Americas: From Discovery to Nationhood (New York: Ronald Press Co.).

Prucha, Francis P. ed.
1975 Documents of U.S. Indian Policy (Lincoln: University of Nebraska Press).

U.S. Department of Commerce
1974 Federal and State Indian Reservations and Indian Trust Areas (Washington, D.C.: U.S. Government Printing Office).

Worcester, Donald E., ed.
1975 Forked Tongues and Broken Treaties (Caldwell, Idaho: The Caxton Printers, Ltd.).

Late Additions (con't.):

For the role of the American Indian in the westward movement see

Billington, Ray Allen
1974 Westward Expansion (New York: Macmillan Publishing Company, Inc.).

Gibson, Arrell
1976 The West in the Life of the Nation (Lexington, Mass.: D.C. Heath and Company).

Format for Oral Reports on Selected Readings in American Indian History

Your presentation should be divided into two parts: The first part should summarize the main points of the article. The second half should attempt to analyze the article in light of assigned readings in class and lecture material. The analysis includes your opinion of the article, its strengths and its weaknesses.

All books and articles are on reserve in the S.B.V.C. library

A. The Patriot Chiefs by Alvin Josephy, Jr.

B. Attitudes of Colonial Powers toward the American Indian edited by Howard Peckham

C. Great Indian Chiefs by Albert Britt

D. Expansion and American Indian Policy, 1783-1812 by R. Horsman

E. A Short History of the Indians of the United States by Edward Spicer

F. Red Chiefs and White Challengers by J. Jay Myers

G. Red Man's Reservations by Clark Wissler

H. Indians and Other Americans by Harold Fey and D'Arcy McNickle

I. Indians of the Americas by John Collier

J. Custer Died For Your Sins by Vine DeLoria, Jr.

K. Native Americans Today: Sociological Perspectives by Bahr, Chadwick, and Day

L. Seventeenth Century America: Essays in Colonial History edited by James Smith

M. Cycles of Conquest by Edward Spicer

N. Bury My Heart at Wounded Knee by Dee Brown

Early Relations

(1) "The Betrayal of King Philip" in (A)
(2) "Pope and the Great Pueblo Uprising" in (A)
(3) Indian Cultural Adjustment to European Civilization" by Nancy Lurie in (L)

Colonial Policies

(4) "The Wilderness War of Pontiac" in (A)
(5) Joseph Brant in (C)
(6) "The Moral and Legal Justification for Dispossessing the Indian" by Washburn in (L)
(7) "The French and the Indians" by Mason Wade in (B)
(8) "British-Colonial Attitudes and Policies toward the Indian in American Colonies" by Wilbur Jacobs in (B)
(9) "The Spanish Program" in (M)

Formation of Federal Policy

(10) "Aims of the New Government" in (D)
(11) "The Handsome Lake Religion" and "The Algonkian Prophets" in (E)

Indian Removal

(12) "John Ross" in (F)
(13) "Alternatives to Indian Removal Before 1838" by Sharon Lindley, Stanford Quarterly Review
(14) Indian Allotment Removal and Land Allotment: The Civilized Tribes and Jacksonian Justice" by Mary Young, Mississippi Historical Review

Conquest and Confinement: California and the Northwest

(15) "Native American Experience in California" by Jack Forbes, Southern California Quarterly and "Atomization of the California Indians" in (E)
(16) Chief Joseph in (A)
(17) "Ordeal of Captain Jack" in (N)

Conquest and Confinement: The Plains

(18) "Cochise" in (F)
(19) "Sitting Bull" in (F)
(20) "Cheyenne Exodus" in (N)

Reservation Life

(21) "Ration Tickets and Beef Issue" and "The Great Depression in Indian Country" in (G)
(22) "New Messiahs" and "The Decline of Local Government" in (E)
(23) "Wounded Knee" in (N)

Unit Five: Early Relations-Indians and Europeans

Objectives

At the end of this unit, the student will be able to:

Summarize Indian relations with major European expeditions into North America

Appraise the effects that the treatment received from the early explorers had on the Indian's perception of the white man

Compare and contrast the early expeditions of the Spanish, French, and English in the area of Indian relations

Describe Indian response to the early European expeditions

Outline

I. INDIAN RESPONSE TO MAJOR EXPEDITIONS INTO NORTH AMERICA

- A. Indian response to expeditions in the Northeast and Southeast
  1. Jean Ribaut
  2. Sir Walter Raleigh
  3. Champlain
  4. Cabeza de Vaca
  5. Hernando DeSoto
  6. Etienne Brule
  7. Jean Nicolet
  8. Henry Hudson
- B. Indian response to expeditions in the Southwest
  1. Coronado
  2. Onate
- C. Indian response to expeditions on the Pacific Coast
  1. Drake
  2. Cabrillo

Points to Emphasize

When Columbus "discovered" America there were already approximately one million Indians living on the North American continent alone (not counting the seven million in Middle and South America).

The only hostility encountered from Indians were in those areas where slave-hunting expeditions had ravaged the Indian population.

Activities

Map assignment: Have students trace the routes of selected expeditions and note the various tribes encountered

Role playing: Assign roles of explorers and Indian leaders to students and act out their perception of the initial meeting between the two groups: Indian and European

Filmstrip [sound]: The White Man and Indians, The First Contacts (SSSS; MM)

Transparancy: Indians and Settlers (CES)

Student and Teacher Resources

See appropriate materials listed under student and teacher resources for unit six: Colonial Policies and Indian Responses.

Unit Six: Colonial Policies and Indian Responses

Objectives

At the end of this unit, the student will be able to:

Identify:

Albany Conference
Edmund Atkin
John Eliot
King Philip's War
Lord Dunmore's War
Massasoit
Opechancanough
Pontiac
Pocahontas
Pope's Revolt
Powhatan Confederacy
Samoset
Squanto
Yamasee War
William Johnson

Describe Puritan-Indian relations; Pilgrim-Indian relations

Distinguish between those areas and tribes most affected by early white contact with areas and tribes least or not affected

Compare and contrast the Indian policies of Spain, England, France, and Netherlands

Compare and contrast the English, French, Spanish, and Dutch policies toward the Indian focusing on trade relations

Describe the role of gift-giving in diplomatic relations between Indians and the French; the English

Criticize the effects of white contact on Indians

Evaluate the effects of white contact on Indian-Indian relations

Compare and contrast the response of Indians to English, French, Spanish, and Dutch policies; to the colonists

Evaluate the role of the Indian in the French and Indian War in the Ohio Valley; in the Southeast

Appraise the role of William Johnson in Indian diplomacy

Describe the reaction of the Indians to the Treaty of Paris at the end of the French and Indian War; the colonists reaction to the Indians after peace.

Outline

I. COLONIAL POLICIES AND ATTITUDES TOWARD THE INDIAN

- A. Spanish
- B. French
- C. English
- D. Dutch
- E. Russia (optional)

II. INDIAN RESPONSE

- A. Adaptation
  - 1. Political Confederation
    - a. Iroquois Confederacy
    - b. Creek Confederacy
  - 2. Retaliation
    - a. Pequot War
    - b. King Philip's War
    - c. Pope Revolt
    - d. Opechancanough and the Virginians
  - 3. Submission
    - a. Voluntary (passive resistance)
      - (1) Pueblos
    - b. Involuntary
      - (1) Mission Indians

III. MISSIONARY EFFORTS

- A. Jesuits
- B. John Eliot

Points to Emphasize

Regional differences existed in imperial policies toward the Indian

Differences in imperial policies toward the Indians were a reflection of differences in overall objectives of colonization.

There were various reactions and responses to the Euro-Americans by the American Indians. Many times the difference in responses can be attributed to the diversity of cultural backgrounds found in North American Indian tribes.

Many times colonial forces included neighboring Indian tribes thus pitting Indians against Indians. This divide-and-conquer tactic was used throughout the period of Indian-white warfare.

The concern for the "advancement" of the natives was more apparent at home than at the point of contact (Debo 1970:41).

The confusion of tongues and claims to sovereignty was compounded by the varieties of personality each [European] nation seemed to represent (Hagan 1961:2).

From King William's War in the late 17th century through the War of 1812, tribal allegiances [with European powers] were frequently dictated by the trade situation (Hagan 1961:3).

Compared to Spanish and French, English policy was necessarily confused and contradictory, since the individual colonies contended with each other and the crown in the area of Indian affairs (Hagan 1961:9).

Each of the North American colonies in time developed its own rules and procedures for acquiring land and in other situations, often with results that endangered the colony's very existence (McNickle 1973:30).

For the Indians, both in the east and the west, there was certainly no clear indication until perhaps the late 1700's that any one of the five newcomer European nations would emerge triumphant. Until that time the view of most of the Indians seems to have been that some kind of balance of power might be struck among the warlike Europeans and themselves and that a new equilibrium of many nations would thus be established (Spicer 1969:11).

Points to Emphasize (continued)

For the great majority of Indians in contact with Whites at this period [1540-1794] the major realm of adaptation was political, and the major instrument employed was the political confederation (Spicer 1969:15).

It was a period [1540-1794] of competition for trade, of forced migrations, of shifting alliances, of political instability, and of drastic cultural change (Spicer 1969:12).

Activities

Prepare a chart similar to the one on the following page and have students complete

Divide class into sections representing the various imperial powers in North America and present a discussion on their policy and attitudes toward the Indian. The completed chart from the above activity would prove to be a useful guide for discussion.

Discuss Debo's contention that as European territorial claims were approaching each other, Indians became "pawns in the game of imperial rivalry".

Instructional Aids

Filmstrip [silent]: Chief Pontiac (EBEC)

Comparison of French, English, and Spanish Policies Toward the Indian

	French	English	Spanish
Objectives of colonial policy			
Approach to land cessions from Indians			
Intermarriage with Indians			
Missionary programs for Indians			
Trade with Indians			
Attitude toward Indian culture/ concept of the Indian			

Student and Teacher Resources

*Alden, John R.
1966 John Stuart and the Southern Colonial Frontier: A Study of Indian Relations, War, Trade, Land Problems in the Southern Wilderness (New York: Gordian Press, Inc.).

Cotterhill, Robert
1969 Southern Indians: Story of the Five Civilized Tribes Before Removal (Norman: University of Oklahoma Press).

Hunt, George T.
1960 Wars of the Iroquois: Study in Intertribal Trade Relations (Madison: University of Wisconsin Press).

Jacobs, Wilbur
1972 Dispossessing the American Indian (New York: Charles Scribner's Sons).

Jennings, Francis
1975 The Invasion of America: Indians, Colonialism and the Cant of Conquest (Chapel Hill: University of North Carolina).

Johnson, F. Roy
1972 The Algonquians: History and Traditions (Murfreesboro, NC: Johnson Publishing Co.).

Leach, Douglas E.
1958 Flintlock and Tomahawk: New England in King Philip's War (New York: W.W. Norton and Co., Inc.).

McCary, Ben C.
1957 Indians in 17th Century Virginia (Charlottesville: University Press of Virginia).

Nammack, Georgiana C.
1969 Fraud, Politics, and the Dispossession of the Indians: The Iroquois Land Frontier in the Colonial Period (Norman: University of Oklahoma Press).

Nash, Gary
1974 Red, White, and Black: The Peoples of Early America (Englewood Cliffs, NJ: Prentice-Hall, Inc.).

Peckham, Howard and Charles Gibson eds.
1969 Attitudes of the Colonial Powers Toward the American Indian (Salt Lake City: University of Utah Press).

Pound, Merritt
1951 Benjamin Hawkins: Indian Agent (Athens: University of Georgia Press).

Student and Teacher Resources (con't.)

Saum, Lewis O.
1966 The Fur Trader and the Indian (Seattle: University of Washington Press).

Trelease, Allen W.
1960 Indian Affairs in Colonial New York (Port Washington, New York: Kennikat Press, Corp.).

Vaughan, Alden T.
1965 New England Frontier: Indians and Puritans, 1620-1675 (Waltham, Mass.: Little, Brown and Co.).

Whipple, Chandler
1973 The Indian and the Whiteman in Massachusetts and Rhode Island (Stockbridge, Mass.: Berkshire Traveller Press).

The following periodicals frequently contain articles on early Indian-White relations and colonial policies: American Quarterly; New England Quarterly; Virginia Magazine of History; Essex Institute Historical Collections; William and Mary Quarterly.

Unit Seven: Formation of Early United States Government Indian Policy

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

Alexander McGillvray
Arthur St. Clair
Battle at Fallen Timbers
Battle of Horseshoe Bend
Battle of Thames
Benjamin Hawkins
Bureau of Indian Affairs
Cornstalk
Factory system
Indian Trade and Intercourse Act
John Stuart
John Sullivan
Joseph Brant
Lewis and Clark Expedition
Little Turtle
Northwest Ordinance of 1789
Proclamation of 1763
Sacajawea
Tecumseh
Treaty of Grenville
William McIntosh
Wyoming Valley

Describe the role of the Indian in the Revolutionary War

Evaluate the effects of the Revolutionary War and the Treaty of Paris (1783) on the Indians; on U.S. government Indian policy

Describe the role of the Indian in American diplomacy from 1783 to 1814

Describe the role of the Indian in the War of 1812

Evaluate the effects of the War of 1812 and the Treaty of Ghent (1814) on the Indians; on U.S. government Indian policy

Identify those tribes which Lewis and Clark contacted during their expedition

Analyze the Lewis and Clark expedition in terms of what it reveals about Indian-Indian relations

Describe Indian-"Mountain men" relations

Evaluate the impact of the Louisiana Purchase on government Indian policy, in particular, on Jefferson's Indian policy.

Summarize the doctrine behind Tecumseh's movement toward a Pan-Indian union

Compare and contrast the diplomatic missions of Tecumseh among the Southeastern and Northwestern tribes

Objectives (continued)

Describe the federal legislative, executive and judiciary roles in the area of Indian affairs

Compare the Indian policies of Henry Knox and Thomas Jefferson

Compare Jeffersonian Indian policy with that of Andrew Jackson

Evaluate Indian response to early U.S. government Indian policy

Outline

I. INDIAN ROLE IN AMERICAN REVOLUTION

- A. Attempts by tribes to remain neutral
- B. Reasons many tribes finally sided with British
- C. Indian response to Treaty of Paris (1783)
- D. Effects of American Revolution on the American Indian
  - 1. Case Study: The Iroquois Confederacy

II. EARLY UNITED STATES INDIAN POLICY

- A. Regulation of Indian Affairs: Central Government vs. the Colonies
  - 1. Articles of Confederation, Article IX
- B. Adoption of Treaty-Making Process
  - 1. Delaware Treaty

III. FORMATION OF FEDERAL INDIAN POLICY

- A. Regulation of Indian Affairs
  - 1. Constitution, Article I, Section 8
  - 2. Creation of Indian Department
  - 3. Northwest Ordinance
    - a. Article 3
  - 4. Trade and Intercourse Act
  - 5. Establishment of factory system
- B. Henry Knox and the Formation of Indian Policy under George Washington
  - 1. "conquered nation" policy
    - a. reasons for its failure
  - 2. Program for "civilizing" the Indian

Outline (continued)

IV. INDIAN TREATIES AND LAND CESSIONS

A. Case Studies
1. Treaty of Holston (1791)
2. Treaty of Hopewell (1785)

V. AMERICAN DIPLOMACY AND THE AMERICAN INDIAN

A. Jay Treaty of 1794 with Great Britain
B. Pinckney Treaty of 1795 with Spain

VI. INDIAN POLICY UNDER THOMAS JEFFERSON

A. Expansion of Knox's policies toward "civilizing" the Indian
B. Effects of the Louisiana Purchase on Indian policy
1. Indian response to the Lewis and Clark expedition
C. Continued Pressure for Indian Lands

VII. THE AMERICAN INDIAN AND THE WAR OF 1812

A. Role of the Indians
1. Reasons many tribes again sided with Britain
B. Tecumseh
1. Plans for a Pan-Indian union
2. The Shawnee Prophet

Points to Emphasize

The role of the central government, to be played by the U.S. after the Revolution, had already assumed definite character as portrayed by the British Empire. Basically paternal in their approach to Indian problems, officials of the central government soon learned that when a conflict existed between the interests of the Indians and those of the frontiersmen, that of the Indian had to be sacrificed. (Hagan 1961:30).

After the signing of the Treaty of Ghent in 1815, the Indian had to deal solely with the American government. Following the War of 1812, the character of Indian-American relations changed. The U.S. felt less need to conciliate the Indian nations as the threat of British intervention faded. (Hagan 1961:66).

The new phase [post-Revolutionary War] of Indian adaptation involved re-orientation, in some instances, of religious faith, in others, of political organization (Spicer 1969:47).

Activities

Handout copies of early United States-American Indian treaties (see Kappler, 1972). Discuss the treaty-making process i.e. negotiations, role of government agents, interpretation of the treaties by the United States and the respective Indian tribes. How does the treaty relationship affect the legal status of Indians and Indian tribes? Compare the validity of Indian treaties to those made with foreign nations? Did the Indians fulfill their treaty obligations? Did the United States government?

Instructional Aids

Film: Andrew Jackson and the War of 1812: The Frontierman and the Indian (Learning Films, Ltd.)

Filmstrip [sound]: The Role of the Indians in the American Revolution (CA)

Student and Teacher Resources

Anson, Bert
1970 Miami Indians (Norman: University of Oklahoma Press).

Creighton, Luella B.
1971 Tecumseh: The Story of the Shawnee Chief (New York: St. Martin's Press, Inc.).

Downes, Randolph
1969 Council Fires on the Upper Ohio (Pittsburgh: University of Pittsburgh Press).

Graymont, Barbara
1972 Iroquois in the American Revolution (New York: Syracuse University Press).

Harmon, George D.
1941 Sixty Years of Indian Affairs, Political, Economic, and Diplomatic (Millwood, New York: Kraus Reprint Co.).

Horsman, Reginald
1967 Expansion and American Indian Policy, 1783-1812 (Milwaukee: University of Michigan Press).

Mohr, Walter
1933 Federal Indian Relations, 1774-1799 (St. Clair Shores, Mich.: Scholarly Press).

O'Donnell, James H.
1973 Southern Indians in the American Revolution (Nashville: University of Tennessee Press).

Student and Teacher Resources (con't.)

Prucha, Francis P.
1970 American Indian Policy in the Formative Years: The Indian Trade and Intercourse Acts, 1790-1834 (Lincoln: University of Nebraska Press).

Sheehan, Bernard
1973 Seeds of Extinction: Jeffersonian Philanthropy and the American Indian (Chapel Hill: University of North Carolina Press).

Tucker, Glenn
1973 Tecumseh: Vision of Glory (New York: Russell and Russell).

Viola, Herman T.
1974 Thomas L. McKenney, Architect of America's Early Indian Policy, 1816-1830 (Chicago, Ill.: Swallow Press).

Weslanger, C.A.
1972 The Delaware Indians: A History (New Brunswick, NJ: Rutgers University Press).

The following periodicals frequently contain articles on formation of early U.S. Indian policy: Western Pennsylvania Historical Magazine; Wisconsin Magazine of History; Indiana Magazine of History; Minnesota History; in addition, see periodicals listed under student and teacher resources in unit five.

Unit Eight: Revitalization Movements, East of the Mississippi

Objectives

At the conclusion of this unit, the student will be able to:

Define: revitalization movement

Identify:

Handsome Lake
Neolin, the Delaware Prophet
Tenskwatawa, the Shawnee Prophet

Compare and contrast the revitalization movements of Handsome Lake, Neolin and Tenskwatawa

Outline

I. HANDSOME LAKE

A. Biographical sketch
B. Foundations of his teachings
1. Code of Handsome Lake

II. THE ALGONQUIAN PROPHETS

A. Neolin, the Delaware prophet
1. Biographical sketch
2. Foundations of his teachings
B. The Shawnee prophet, Tenskwatawa
1. Biographical sketch
2. Foundations of his teachings

Points to Emphasize

Revitalization movements were just one of various Indian responses to the new conditions brought about in their contact with Whites.

The conclusions made in a comparison of revitalization movements, east of the Mississippi(see accompanying activity).

Activities

Have students complete accompanying chart comparing the three revitalization movements: Handsome Lake, the Delaware prophet, and the Shawnee prophet

Instructional Aids

A Comparison of Revitalization Movements East of the Mississippi[1]

	HANDSOME LAKE	ALGONQUIAN PROPHETS	
		Neolin: The Delaware Prophet	Tenskawatawa: The Shawnee Prophet
General Setting: Background of			
individual prophet			
tribe (historically)			
tribe (culturally)			
Apocalyptic Gospel:			
imminence of world destruction			
definition of sin			
prescription of salvation			

[1] Structured from material presented in Wallace (1972).

	HANDSOME LAKE	ALGONQUIAN PROPHETS	
		Neolin: The Delaware Prophet	Tenskawatawa: The Shawnee Prophet
Social Gospel:			
moral regeneration			
land retention			
domestic morality			
peace and social unity			
acculturation:			
attitudes toward whites, in general			
attitudes toward white culture			

	HANDSOME LAKE	ALGONQUIAN PROPHETS	
		Neolin : The Delaware Prophet	Tenskawatawa: The Shawnee Prophet
attitudes toward missionaries			
Outcome of movement			
Summary			

Conclusions:

Optional categories:

Student and Teacher Resources

*Mooney, James
1912 "Prophets" (in Handbook of American Indians, North of Mexico, Frederick W. Hodge, ed., Westport, Conn.: Greenwood Press, Inc.).

*Parker, Anthony C.
1968 Parker on the Iroquois [includes Code of Handsome Lake, the Seneca Prophet], (New York: Syracuse University Press).

Wallace, Anthony F.C.
1972 The Death and Rebirth of the Seneca (Westminster, Md.: Random House, Inc.).

* 1956 Revitalization Movements (American Anthropologist, vol. 58, pp. 264-281).

Unit Nine: Indian Removal

Objectives

At the conclusion of this unit, students will be able to:

Identify:

Andrew Jackson
Black Hawk
Cherokee Nation vs. Georgia
Cherokee Phoenix
Elias Boudinot
Governor Gilmer
Indian Codes
Indian Removal Act
John Marshall
John Ridge
John Ross
Major Ridge
Osceola
Samuel Worcester
Sequoyah
Tsali
"Trail of Tears"
Treaty of Echota
Treaty Party
Wilson Lumpkin
Worcester vs. State of Georgia
1802 Compact

Compare and contrast, in depth, the removals of the Creek, Cherokee, Chickasaw, Choctaw, and Seminole

Appraise the effects of Cherokee Nation and Worcester on the legal status of Indian tribes

Judge Andrew Jackson's reaction to the Supreme Court's decision on Worcester vs. State of Georgia

Explain the intratribal rift between the "Treaty Party" and those opposed to removal

Propose alternatives to Indian removal

Compare and contrast the displacement of the Northwestern tribes to the removal of the "Five Civilized Tribes"

Describe the relations between the "removed" Indian population in Indian territory with neighboring tribes

Describe the adjustments the tribes had to make to their new home

Judge whether Indian removal was part of "Manifest Destiny" or "National Dishonor"

Describe what Edward Spicer called the "Cherokee Renaissance"

Outline

I. ORIGINS OF INDIAN REMOVAL

II. INDIAN REMOVAL POLICY UNDER ANDREW JACKSON

A. Attitudes of Jackson toward the American Indian
   1. Experiences in "Red Stick" (Creek) war
   2. Philosophy toward aboriginal Indian land title
B. Indian Removal Act on May 28, 1830
C. Removal of the "Five Civilized Tribes"
   1. Choctaws, 1830-1831
   2. Creeks, 1831
   3. Cherokees, Summer 1838
   4. Chickasaws, Winter 1837-1838
   5. Seminoles, 1846
      a. Seminole wars
D. The Northern Tribes and Indian Removal
   1. Osage removed to Kansas, 1831
   2. Indians removed from new states of Missouri, Arkansas, and Iowa
   3. Black Hawk War, 1831-1832
      a. Sauk and Fox tribes resisted removal under the leadership of Black Hawk

III. CASE STUDY: THE REMOVAL OF THE CHEROKEE NATION

A. The Cherokee's cultural "renaissance"
B. Increased pressure from Georgia for Cherokee lands
   1. 1802 compact with Federal government
   2. Discovery of gold on Cherokee lands
   3. Continual encroachment by white settlers
C. Cherokees Take Their Case to Court
   1. Georgia extends state jurisdiction over Cherokee lands
      a. Denies civil rights to Cherokees
      b. Voids all Cherokee laws
   2. Cherokee Nation brings suit against state of Georgia in the Supreme Court
      a. Cherokee Nation vs. Georgia
         (1) Reason case rejected by Marshall
   3. Worcester vs. State of Georgia
      a. Court declares extension of Georgia laws over Cherokees unconstitutional
      b. Indian tribes are "dependent domestic nations"
      c. Jackson's reply to Marshall's decision
D. Intratribal Split over Issue of Removal
E. The "Trail of Tears"

Points to Emphasize

The notion that northern tribes, as well as the "Five Civilized" tribes were victims of removal

The justification used for removing the other tribes in the Southeast could not be used in attempting to rationalize the removal of the Cherokee.

The ramifications of Indian removal on intratribal and intertribal relations

While agreement to removal supposedly was voluntary, pressure was applied by the federal and state governments. The encroachment of Indian lands was encouraged. In this type of atmosphere, the Indians were forced into signing removal treaties.

The Indians, in many instances, had the option of remaining and accepting individual plots of land. However, through fradulent practices, they lost their tracts of land and followed their displaced kinsmen.

Proponents of removal were numerous and vocal. It was apparent that contact with the average frontiersman was not an elevating experience for the Indian. Thus, it could be argued that removal would make possible quarantining the Indian until he could assimilate enough civilization to take his place in white society. (Hagan 1961:68).

Sectionalism entered the debate over Indian removal policy

Activities

Have students assume roles of the leading figures, Indian and white, in the dispute over Indian removal. Divide into two groups-those supporting removal and those opposed to it.

As an alternative to the above activity, simply have class present a panel discussion on the pros and cons of Indian removal.

Activities (continued)

Panel discussion on the role of Andrew Jackson and Indian policy

Have Students present oral or written reports on leading Indian figures during this period.

Have students write a newspaper account of the "Trail of Tears".

Instructional Aids

Film: Sequoyah (Disney)

Cassette: Florida and the Seminoles (EDC)
The Trail of Tears (EDC)

Transparency: Trail of Tears (CES)

Student and Teacher Resources

*Abel, Annie H.
1908 History of Events Resulting in Indian Consolidation West of the Mississippi (New York: AMS Press, Inc.).

Bass, Althea
1968 Cherokee Messenger: The Life of Samuel Arthur Worcester (Norman: University of Oklahoma Press).

Collier, Peter
1973 When Shall They Rest? The Cherokees' Long Struggle with America (New York: Dell Publishing Co., Inc.).

Debo, Angie
1961 Road to Disappearance: A History of the Creek Indians (Norman: University of Oklahoma Press).

1966 And Still Waters Run: The Betrayal of the Five Civilized Tribes (New Jersey: Princeston University Press).

1972 Rise and Fall of the Choctaw Nation (Norman: University of Oklahoma Press).

Student and Teacher Resources (con't.)

DeRosier, Arthur
1970 Removal of the Choctaw Indians (Nashville: University of Tennessee Press).

Filler, Louis and Allen Guttmann eds.
1962 Removal of the Cherokee Nation: Manifest Destiny or National Dishonor (Lexington, Mass.: D.C. Heath and Co.).

Foreman, Grant
1946 Last Trek of the Indians (New York: Russell and Russell).

1968 Advancing the Frontier, 1830-1860 (Norman: University of Oklahoma Press).

1971 Five Civilized Tribes (Norman: University of Oklahoma Press).

1972 Indian Removal: The Emigration of the Five Civilized Tribes of Indians (Norman: University of Oklahoma Press).

Holland, James W.
1969 Andrew Jackson and the Creek War: Victory at Horseshoe (University: University of Albama Press).

Jackson, Donald ed.
1964 Black Hawk: An Autobiography (Urbana: University of Illinois Press).

Jordan, Jan
1973 Give Me the Wind: A Biographical Novel of John Ross, Chief of the Cherokee (Englewood Cliffs, NJ: Prentice-Hall, Inc.).

McReynolds, Edwin C.
1972 The Seminoles (Norman: University of Oklahoma Press).

*Rogin, Michael Paul
1975 Father and Children: Andrew Jackson and the Subjugation of the American Indian (Westminster, Md.: Alfred A. Knopf, Inc.).

Student and Teacher Resources (con't.)

Satz, Ronald N.
1974 American Indian Policy in the Jacksonian Era (Lincoln: University of Nebraska Press).

Starkey, Marion L.
1946 Cherokee Nation (New York: Russell and Russell).

Van Every, Dale
1967 Disinherited (New York: Avon Books).

Wilkins, Thurman
1970 Cherokee Tragedy (New York: Macmillan Publishing, Co., Inc.).

Woodward, Grace
1964 Cherokees (Norman: University of Oklahoma Press).

Young, Mary
1961 Redskins, Ruffleshirts, and Rednecks: Indian Allotments in Georgia and Mississippi, 1830-1860 (Norman: University of Oklahoma Press).

The following periodicals frequently contain articles on Indian removal and Southern Indian relations: Georgia Historical Quarterly; Florida Historical Quarterly; Journal of Southern History; Tennessee Historical Quarterly; Chronicles of Oklahoma.

Late Additions:

Jahoda, Gloria
1975 The Trail of Tears: The Story of the American Indian Removals, 1813-1855 (New York: Holt, Rinehart, and Winston).

Malone, Henry
1956 Cherokees of the Old South: A People in Transition (Athens: University of Georgia Press).

Royce, Charles C.
1975 The Cherokee Nation of Indians (Chicago: Aldine Publishing Company).

Williams, Jeanne
1972 Trail of Tears: American Indians Driven From Their Lands (New York: G.P. Putnam's Sons).

Unit Ten: Intertribal Relations on the Plains

Objectives

At the conclusion of this unit, the student will be able to:

Compare trade goods in various stages of Plains trade.

Appraise the effects of the horse on patterns of trade on the Plains.

Summarize relationships established among Plains tribes through trade.

Construct a map showing intertribal trade on the Upper Missouri before Lewis and Clark.

Describe Plains Indian relations with removed and dispossessed tribes.

Outline

I. BUILDING A NEW HOME: "DISPOSSESSED" AND "REMOVED" TRIBES ON THE PLAINS

- A. The Five Civilized Tribes
  - 1. Efforts to reestablish pre-removal developments
  - 2. Relations with Plains tribes
- B. "Displaced" Algonquian tribes on the Plains
  - 1. Case studies: Delaware, Kickapoos, and the Fox[1]
  - 2. Relations with surrounding tribes

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[1] See Spicer (1969), pages 77-82

Outline (continued)

II. INTERTRIBAL TRADE ON THE UPPER MISSOURI[2]

A. Aboriginal Intertribal Trade Patterns
   1. Trading centers
   2. Flow of goods
   3. Types of goods exchanged
B. Protohistoric (or Transitional) Trade Pattern
   1. Introduction of articles of European origin
      a. Effects on aboriginal trade pattern
C. Direct Historic Trade Between Indians and Whites
   1. Fur trade
   2. Effects of Lewis and Clark expedition on aboriginal trade pattern
D. Case Study: The Cheyenne in Plains Indian trade[3]

Points to Emphasize

"Dispossessed" and "removed" tribes did not move into a vacuum on the Plains

The study of trade relations, between Indian-Indian and Indian-white, offers an alternative view of Plains history other than its more militant aspects

Through the medium of trade relationships, Plains tribes established peace among themselves to present a more unified front to the onslaught of settlers, Indian and white

As early as 1816 clashes were occurring between the Western tribes and the migrating Indians...Much of the fighting that went on does not substantiate the reputation of the plains tribesmen as the fiercest warriors on the continent. Better armed, the eastern Indians more than held their own. (Hagan 1961: 86)

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2 Based upon Ewers (1954)
3 See Jablow (1950)

Activities

Using Ewer's article, "The Indian Trade of the Upper Missouri before Lewis and Clark: An Interpretation", as a guide, have students complete chart on page 86.

Role-playing: Have students act out an initial meeting between leaders of a Plains tribe and members of a removed tribe.

Instructional Aids

Maps: (1) Intertribal trade on the Upper Missouri before Lewis and Clark (Ewers 1954:441)
(2) Influx of the horse on the Plains

Film: Catlin and the Indians (McGraw-Hill)

Student and Teacher Resources

Boller, Henry
1972 Among the Indians: Four Years on the Upper Missouri, 1858-1862 (Lincoln: University of Nebraska Press).

Denig, Edwin T.
1961 Five Indian Tribes of the Upper Missouri: Sioux, Arickaras, Assiniboines, Crees, and Crows (Norman: University of Oklahoma Press).

Ewers, John
1955 Blackfeet: Raiders on the Northwestern Plains (Norman: University of Oklahoma Press).

1968 Indian Life on the Upper Missouri (Norman: University of Oklahoma Press).

1954 The Indian Trade of the Upper Missouri Before Lewis and Clark (Missouri Historical Society Bulletin, vol. 10, pp.429-446).

Student and Teacher Resources (con't.)

Fahey, John
1974 The Flathead Indians (Norman: University of Oklahoma Press).

Gregg, Josiah
1958 Commerce of the Prairies (Norman: University of Oklahoma Press).

Hyde, George
1959 Indians of the High Plains: From the Prehistoric Period to the Coming of the Europeans (Norman: University of Oklahoma Press).

*Jablow, Joseph
1951 Cheyenne in Plains Indian Trade Relations, 1795-1840 (Seattle: University of Washington Press).

McNitt, Frank
1972 The Indian Traders (Norman: University of Oklahoma Press).

Mayhall, Mildred
1972 Kiowas (Norman: University of Oklahoma Press).

See periodicals listed under student and teacher resources for units eleven and twelve.

A Comparison of Goods in Various Stages of Plains Trade

	Agricultural tribes	Nomadic Plains tribes	Whites
Aboriginal Intertribal Trade Pattern			XXXXXXXXXXXXX
Protohistoric (or Transitional) Trade			
Direct Historic Trade			

For each pattern, draw arrows showing the flow of trade goods between categories

Unit Eleven - Conquest and Confinement: The Plains

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

Black Kettle
Colonel John Chivington
Crazy Horse
Dull Knife
Gall
George Bent
George Custer
General Wm. T. Sherman
General Hancock
Kicking Bird
Little Crow
Medicine Lodge Treaty of 1867
Quanah Parker
Red Cloud
Roman Nose
Satanta
Spotted Tail
Ft. Laramie Treaty of 1866

Summarize major Indian battles on the Plains

Synthesize and analyze major confrontations on the Plains in selected areas

Describe conditions found on early reservations and Indian responses to those conditions

Outline

I. MAJOR CONFRONTATIONS ON THE PLAINS[1]

A. Northern Plains
   1. Sioux "Uprising" of 1862
   2. Red Cloud and the Bozeman Trail
      a. Fetterman Massacre
   3. Battle of Little Big Horn
   4. The Ghost Dance and the Wounded Knee Massacre

B. Central Plains
   1. Cheyenne-Arapaho war, 1864-1865
   2. Flight of the Cheyenne, 1879
   3. Sand Creek Massacre

C. Southern Plains
   1. Battle of Beecher Island
   2. Attack on the Washita: another Sand Creek
   3. Red River War

D. Break in the action, 1861-1865: The Indian role in the Civil War
   1. The Five Civilized Tribes and the Confederacy

II. CONFINEMENT: LIFE ON A RESERVATION

A. Arguments for and against the establishment of reservations
B. Survey of Indian reservations established
C. Effects of Reservation Life on the Indian
   1. Changes (if any) in social organization, political organization, subsistence patterns, religion, and personality
D. Indian response to reservation life
   1. Passive
   2. Active
E. Case study
F. Establishment of Boarding Schools
   1. Carlisle

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[1] Compiled from Andrist, 1969 and Brown, 1972.

Points to Emphasize

In many instances, "massacres" of whites by the Indians were simply a case of the military being outwitted and hopelessly outnumbered (Andrist 1969:122).

Effects of the depletion of the buffalo herds on the Plains Indians

The reservation system under which Indians continued to live influenced profoundly all aspects of Indian life, especially their social and political organization. The changes did not come about in precisely the same way on all reservations. Differences in administrative technique and differences in the nature of the varied Indian societies resulted in a remarkable variety of results. (Spicer 1969:100).

This theater of war [referring to the Plains] was very different from those which had developed east of the Mississippi. Not only was there no complicating multiplicity of European nations, but also the Sioux Council Fires were much less centralized than even the Creek Confederacy or the League of the Iroquois. (Spicer 1969:85).

The reservation system of administrative control stimulated the growth of political issues, but suppressed the means for settling them. Political power for decision-making remained in the hands of the superintendent. Lacking mechanisms for resolving differences, the Indian communities became pervaded with factional strife under the surface of imposed order. (Spicer 1969:111).

Activities

Written report: Biography of an Indian leader

Have students write a paper on the following topics: (1) Diary entry of an American soldier on the frontier participating in the wars with the Indians; (2) An Indian warrior recounting his war exploits to his friends; (3) Journalist describing an Indian battle.

Compare and contrast an Indian version of a famous battle with a version from a newspaper or military report at that time.

Have students complete a synthesis of selected battles. See accompanying guide on page 87.

Map Assignment: (1) Locate major battle sites, noting tribes involved and year; (2) Compare the above completed assignment with a map showing expansion of the frontier. What conclusions can be drawn?

Instructional Aids

Films: Now That the Buffalo's Gone (Pyramid)
Red Sunday [Little Big Horn] (Pyramid)
Glory Trail: The Mighty Warrior (Illinois)
Report from Wounded Knee (Oregon; Illinois)
Gone West (Time-Life)
End of the Trail, parts one and two (Minnesota)
Age of the Buffalo (Minnesota)
How the West Was Won...and Honor Lost (Berkeley, Minnesota, Illinois, Indiana, Oregon, McGraw-Hill)

Photo Aids: The Indians of the Plains-Strangers in Their Own Land (SSSS)

Record: Red Hawk's Account of Custer's Last Battle (SSSS)

Filmstrips [sound]: Sitting Bull: Tatankaiyotake (SSSS)
Indian Viewpoint series (SSSS)
Indian Words From the End of the Trail (SSSS; MM)
The Sioux: As Long As the Grass Grows and the Water Flows (PF)
Sitting Bull and Chief Joseph (SW Film Center)
Plenty Coups and Pretty Shield (SW Film Center)

Cassette: Bury My Heart at Wounded Knee (A-T)
The Sioux Indians and Custer (EDC)

Transparency: Custer's Last Stand (CES)

The central focus of these chapters is the conflicts between Indians and whites on the frontier. While the majority of these engagements were on the Northern and Southern Plains, California and the Northwest were also subject to similar pressures and strife.

For a better perspective in analyzing these confrontations, summarize the major battles using these categories: Date(s); leading Indian tribe(s) and leaders; American participants, both military and non-military; reasons which precipitated the outbreak; Indian's reaction; white's reaction; and eventual outcome.

An example is shown below:

Sioux "Uprising" in Minnesota 1862

Leaders--Indian
Little Crow

Major American Figures
Henry Sibley

Leading tribe(s)
Santee Sioux

Reasons
Grievances by Indians over frontier encroachment and rigged treaties. In addition, trader's debts were inflated and annuity money was deflated. Whites angered by the killing of a few residents by a few irresponsible young Indians.

Indian reaction
Fearing reprisal, struck out at nearby settlements

White reaction
Organization of a military unit to protect and defend white residents of state.

Eventual outcome
Indians beaten; 38 Sioux hanged;others placed on a reservation in Nebraska; ex-reservation in Minnesota "wiped off the map".

Once you have completed this synthesis, analyze your findings and construct a distinct pattern these wars seemed to imitate.

Student and Teacher Resources

*Abel, Annie H.
1919 American Indian as Participant in The Civil War (New York: Johnson Reprint Corp.).

Adams, Alexander
1973 Sitting Bull: A Biography (New York: B.P. Putnam's Sons).

*Bailey, Thomas M.
1972 Reconstruction in Indian Territory (Port Washington, New York: Kennikat Press, Corp.).

Brady, Cyrus T.
1971 Indian Fights and Fighters (Lincoln: University of Nebraska Press).

Brown, Dee
1972 Bury My Heart at Wounded Knee: An Indian History of the American West (New York: Bantam Books, Inc.).

1974 Fighting Indians of the West (Westminster, Md.: Ballantine Books, Inc.).

Danziger, Edmund J., Jr.
1974 Indians and Bureaucrats: Administering the Reservation Policy During the Civil War (Urbana: University of Illinois Press).

Dixon, Joseph
1972 The Vanishing Race (New York: Popular Library, Inc.).

Ellis, Richard N.
1970 General Pope and United States Indian Policy (Albuquerque: University of New Mexico Press).

Fischer, LeRoy H. ed.
1974 The Civil War Era in Indian Territory (Los Angeles, Calif.: Lorren L. Morrison, Publisher).

Grinnell, George
1956 Fighting Cheyennes (Norman: University of Oklahoma Press).

Hagan, William
1966 Indian Police and Judges: Experiments in Acculturation and Control (New Haven, Conn.: Yale University Press).

Student and Teacher Resources (con't.)

Haines, Francis
1970 Buffalo (New York: Thomas Y. Crowell Co.).

Hoig, Stan
1961 Sand Creek Massacre (Norman: University of Oklahoma Press).

Jones, Douglas C.
1974 Treaty of Medicine Lodge (Norman: University of Oklahoma Press).

Knight, Oliver
1960 Following the Indian Wars: The Story of Newspaper Correspondents Among the Indian Campaigners (Norman: University of Oklahoma Press).

Lame Deer and Richard Erodos
1972 Lame Deer: Seeker of Visions (New York: Simon and Schuster, Inc.).

Linderman, Frank B.
1972 Plenty-Coups, Chief of the Crows (New York: John Day Co., Inc.).

Marshall, S.L.A.
1972 Crimsoned Prairie (New York: Charles Scribner's Sons).

Meyer, Roy
1967 History of the Santee Sioux: United States Indian Policy on Trial (Lincoln: University of Nebraska Press).

Neihardt, John
1972 Black Elk Speaks (New York: Pocket Books, Inc.).

Nye, William S.
1968 Plains Indian Raiders: The Final Phase of Warfare From the Arkansas to the Red River (Norman: University of Oklahoma Press).

Olson, James
1965 Red Cloud and the Sioux Problem (Lincoln: University of Nebraska Press).

Sandoz, Mari
1961 Crazy Horse: The Strange Man of the Oglalas; a Biography (Lincoln: University of Nebraska Press).

Student and Teacher Resources (con't.)

Terrell, John Upton
1972 Land Grab: The Truth About the Winning of the West (New York: Dial Press).

Trennert, Robert A., Jr.
1975 Alternatives to Extinction: Federal Indian Policy and the Beginnings of the Reservation System, 1846-1851 (Philadelphia: Temple University Press).

Utley, Robert
1963 Last Days of the Sioux Nation (New Haven, Conn.: Yale University Press).

1974 Frontier Regulars: The United States Army and the Indian, 1866 to 1890 (New York: Macmillan Publishing Co., Inc.).

Webb, Walter Prescott
1931 The Great Plains (New York: Grossett and Dunlap, Inc.).

White, Lonnie ed.
1972 Hostiles and Horse Soldiers (Boulder, Colo.: Pruett Publishing Co.).

Wissler, Clark
1971 Red Man Reservations (New York: Macmillan Publishing Co., Inc.).

The following periodicals frequently contain articles on Plains Indian relations and reservation life: American West; Annals of Wyoming; Colorado Magazine; Great Plains Journal; Journal of the West; Montana; Nebraska History; North Dakota History; South Dakota History; Southwestern Historical Quarterly; Western Historical Quarterly; Chronicles of Oklahoma.

Late Additions for Unit Eleven: Conquest and Confinement - The Plains

Ambrose, Stephen E.
1975 Crazy Horse and Custer (New York: Doubleday and Company, Inc.).

Brown, Dee
1972 The Fetterman Massacre (London: Barrie and Jenkins, Ltd.).

Smith, Rex Alan
1975 Moon of Popping Trees (New York: Reader's Digest Press).

Standing Bear, Luther
1975 My People the Sioux (Lincoln: University of Nebraska Press).

Wellman, Paul I.
1954 The Indian Wars of the West (Garden City, New York: Doubleday and Company, Inc.).

Unit Twelve: Conquest and Confinement-The Far West

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

Captain Jack
Chief Joseph
Chief Washaskie
Cochise
Council of Walla Walla
General Crook
General Howard
Geronimo
Henry Spaulding
Issac Stevens
John Clum
Mangas Colorado
Manuelito
Marcus Whitman
Tom Jeffords
Victorio

Outline

I. CONQUEST: THE FAR WEST

A. Northwest
   1. Retreat of Chief Joseph
   2. Bannock War
B. California
   1. Mission system, erfects of
   2. Indian response to Spanish and Mexican policies
   3. Captain Jack and the Modoc War
C. Southwest
   1. Treaty of Guadalupe-Hidalgo
   2. The Long Walk of the Navajos
   3. Campaigns against the Apache

Outline (continued)

II. RESERVATION LIFE

A. Northwest
   1. Establishment of Missions
   2. Case study
B. California
   1. Unratified Treaties
   2. Case study
C. The Southwest
   1. Case study

Points to Emphasize

Activities

Have students complete a synthesis of selected battles. See accompanying guide on page 91. Substitute a far western battle for your example.

Instructional Aids

Films: Long Walk (Berkeley)
Ishi (Berkeley)

Cassette: Ishi In Two Worlds, part one and part two (A-T)

Student and Teacher Resources

Barrett, S.M. ed.
1970 Geronimo: His Own Story (New York: E.P. Dutton and Co., Inc.).

Beals, Merrill D.
1969 I Will Fight No More Forever: Chief Joseph and the Nez Perce War (Seattle: University of Washington Press).

Brown, Mark
1972 The Flight of the Nez Perce (New York: G.P. Putnam's Sons).

Dillon, Richard H.
1973 Burnt-Out Fires: California's Modoc Indian War (Englewood Cliffs, NJ: Prentice-Hall, inc.).

Dunn, J.P.
1969 Massacres of the Mountains: A History of Indian Wars of the Far West, 1815-1875 (New York: G.P. Putnam's Sons).

Faulk, Odie B.
1974 Crimson Desert: Indian Wars of the American Southwest (New York: Oxford University Press).

Foreman, Grant
1936 Indians and Pioneers: The Story of the American Southwest Before 1830 (Norman: University of Oklahoma Press).

Heizer, Robert
1972 They Were Only Diggers (Ramona, Calif.: Ballena Press).

Student and Teacher Resources (con't.)

Heizer, Robert F. ed.
1974 The Destruction of the California Indians (Salt Lake City, Utah: Peregrine Smith, Inc.).

*Hoopes, A.W.
1932 Indian Affairs and Their Administration, with Special Reference to the Far West (Millwood, New York: Kraus Reprint, Co.).

Howard, Helen and Dan L. McGrath
1964 War Chief Joseph (Lincoln: University of Nebraska Press.).

Josephy, Alvin M.,Jr.
1971 New Perce and the Opening of the Northwest (New Haven, Conn.: Yale University Press).

Kroeber, Theodora
1961 Ishi in Two Worlds: A Biography of the Last Wild Indian in North America (Berkeley: University of California Press).

Mails, Thomas
1974 The People Called Apache (Englewood Cliffs, NJ: Prentice-Hall, Inc.).

Spicer, Edward H.
1962 Cycles of Conquest: The Impact of Spain, Mexico, and the United States on Indians of the Southwest, 1533-1960 (Tucson: University of Arizona Press).

Terrell, John Upton
1974 Apache Chronicle (New York: Apollo Editions).

The following periodicals frequently contain articles on Indian affairs in the Far West: California Historical Quarterly; Journal of Arizona History; Nevada Historical Society Quarterly; New Mexico Historical Review; Oregon Historical Quarterly; Pacific Northwest Quarterly.

Late Additions:

Phillips, George
1975 Chiefs and Challengers: Indian Resistance and Cooperation in Southern California (Berkeley: University of California Press).

Late Additions (con't.):

Faulk, Odie B.
1969 The Geronimo Campaign (New York: Oxford University Press).

Schellie, Don
1971 Vast Domain of Blood (New York: Tower Publications, Inc.).

Weems, John Edward
1976 Death Song: The Last of the Indian Wars (New York: Doubleday and Company, Inc.).

Unit Thirteen: Revitalization Movements, West of the Mississippi and the Peyote Religion

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

Ghost Dance
Ghost Dance shirts
The Native American Church

Prophet Dance
Smohalla
Wovoka

Compare and contrast the revitalization movements of Smohalla and Wovoka

Compare and contrast revitalization movements, east of the Mississippi to those which rose in the West

Outline

I. SMOHALLA AND THE PROPHET DANCE

- A. Biographical sketch
- B. Foundations of his teachings

II. WOVOKA AND THE GHOST DANCE

- A. Biographical sketch
- B. Foundations of his teachings
- C. Adoption or rejection by various tribes
  1. Case study: The Sioux

III. THE PEYOTE RELIGION

- A. Origins of the Peyote religion
- B. The Peyote rite
- C. The Native American Church

Points to Emphasize

Many tribes rejected the "message" of Wovoka while others either adopted it wholly or adapted his teachings to their physical and cultural needs.

The kind of religious revelation which moved the Algonquians and gave a powerful ideology to Tecumseh's resistance in the early nineteenth century appeared again in the late 1800's among the plains and the mountain people of the west. It arose under similar circumstances [my underlines]. (Spicer 1969:88).

The Peyote religion is a syncretism of traditional Indian religion and Christianity.

Activities

Have students complete the chart on "A Comparative Analysis of Revitalization Movements, West of the Mississippi" on the following pages.

Instructional Aids

Records: Washo-Peyote Songs (Folkways Records)
"Peyote Cult Dance" on Music of the Sioux and Navajo (Filkways Records)

Student and Teacher Resources

Barnett, Homer
1957 Messianic Cult Indian Shakers: of the Pacific Northwest (Carbondale: Southern Illinois University Press).

LaBarre, Weston
1970 The Ghost Dance (New York: Dell Publishing Company, Inc.).

1972 The Peyote Cult (New York: Schoken Books).

Marriott, Alice and Carol K. Rachlin
1972 Peyote (New York: New American Library, Inc.).

*Mooney, James
1912 "Prophets" and "Smohalla" (in Handbook of American Indians, North of Mexico, Frederick W. Hodge, ed., Westport, Conn.: Greenwood Press, Inc.).

1965 Ghost Dance Religion and the Sioux Outbreak of 1890 (Chicago: University of Chicago Press).

Slotkin, James
1956 The Peyote Religion: A Study in Indian-White Relations (Glencoe, Ill.: The Free Press).

A Comparative Analysis of Revitalization Movements, West of the Mississippi[1]

	Smohalla and the Prophet Dance	Wovoka and the Ghost Dance	
General Setting: Background of			
individual prophet			
tribe (historically)			
tribe (culturally)			
Apocalyptic Gospel:			
imminence of world destruction			
definition of sin			
prescription of salvation			

[1] Structured from material presented in Wallace (1972).

	Smohalla and the Prophet Dance	Wovoka and the Ghost Dance	
Social Gospel:			
moral regeneration			
land retention			
domestic morality			
peace and social unity			
acculturation:			
attitudes toward whites, in general			
attitudes toward white culture			

	Smohalla and the Prophet Dance	Wovoka and the Ghost Dance	
attitudes toward missionaries			
Outcome of movement			
Summary			

Conclusions:

Optional categories:

Unit Fourteen: Breaking Up the Reservation-The Dawes Act

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

Appropriation Act of 1871
Curtis Act
Dawes Act (General Allotment Act)
"restricted Indian"
Richard Pratt
Jerome Commission
Henry Dawes
Burke Act
Dawes Commission

Describe the methods used in breaking down traditional communal ownership of the Indian lands

Compare and contrast the arguments for breaking up the reservations

Summarize the major features of the Dawes Act

Evaluate the Indian's reaction to the Dawes Act

Describe the complicated process of removing intruders from Indian lands

Describe the methods used by grafters, government officials, and guardians to liquidate the land holdings of the Indians

Evaluate attempts by Congress to compensate the Indians for their losses

Appraise the effects of the Dawes Act

Judge whether it was a success or failure

Outline

I. RESERVATION LIFE

A. Reaction to Reservation Life by Indians
B. Effects of reservation life on Indian culture
   1. Erosion of political rights
   2. Loss of self-determination
C. Role of boarding schools

II. BREAKING UP THE RESERVATIONS-THE GENERAL ALLOTMENT ACT

A. Debate over bill
B. Provisions of the Dawes Act
C. Case studies
D. Failure of the Dawes Act

Points to Emphasize

Boarding schools were conceived in terms of driving a wedge between children and parents thus hastening the process of cultural assimilation. (Spicer 1969:118).

So long as the Indian tribes could hold the policy-makers at arm's length, as they managed to do through the treaty process, they could determine for themselves what internal controls they chose to exercise over land or other community interests. With that barrier breached in 1871, only the judicial process remained as a defense against encroachment. (McNickle 1973:79).

...since 1871 it has been United States policy to legislate in Indian matters, not to negotiate, often not even to consult, no matter what effect the legislation might have on the civil and property rights of the Indians. The policy [Appropriation Act for 1871] enactment was the recognition of a reality-that Indian friendship and support were no longer needed by the nation come to power. (McNickle 1973:77).

It was not the gold miners or the railway promoters who appeared in the halls of Congress or wrote articles for the press in support of the measure [General Allotment Act]. The advocacy, often emotionally charged, came from responsible public officials, from civic and religious bodies, and from organizations chartered to promote and protect Indian interests. (McNickle 1973:80-81).

Points to Emphasize (continued)

By 1887 all the Indians west of the Mississippi had been, with the exception of most of the Papagos of southern Arizona, brought under the reservation system of control. The objective of the new policy as exemplified in the General Allotment Act was ultimately to eliminate reservations and merge Indians in the general population. (Spicer 1969:100).

The allotment program...had turned out to have reverse effects from those desired, namely, the creation of many new trust responsibilities which the federal government felt it necessary to assume in order to prevent complete disaster for Indians. It was complex, requiring additional new staff for the Bureau of Indian Affairs as it went into the business of trust management of individual property. (Spicer 1969:113).

Between 1887 and 1934 the Indians were separated from an estimated 86,000,000 of a total of 138,000,000 acres. Most of that remaining was desert or semidesert: worthless to the white population. (Hagan 1961:147).

Activities

Panel discussion on the pros and cons of the Dawes Act

Instructional Aids

Student and Teacher Resources

Mardock, Robert W.
1971 Reformers and the American Indian (Columbia, Mo.: University of Missouri Press).

Otis, Delos S.
1973 The Dawes Act and the Allotment of Indian Lands (Norman: University of Oklahoma Press).

Priest, Loring B.
1969 Uncle Sam's Stepchildren: The Reformation of United States Indian Policy, 1865-1887 (New York: Octagon Books).

Prucha, Francis D.
1973 Americanizing the American Indians: Writings by the Friends of the Indian, 1880-1900 (Cambridge, Mass.: Harvard University Press).

Washburn, Wilson E. ed.
1975 The Assault on Indian Tribalism: The General Allotment Law (Dawes Act) (Philadelphia, Penn.: J.P. Lippincott Co.).

Unit Fifteen: Indian Reform and the Indian Reorganization Act

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

Charles Eastman
Charles Rhoads
Dr. W. Carson Ryan
Felix Cohen
Helen Hunt Jackson
Indian Citizenship Act
Indian Claims Commission
Indian Health Service
Ira Hayes
Indian Reorganization Act
Johnson-O'Malley Act
Joseph Scattergood
John Collier
Meriam Report
National Congress of American Indians
Pueblo Land Bill/Bursum Bill
Lake Mohonk Conferences

Summarize the reforms implemented by the Rhoads-Scattergood-Ryan tripartite during the Hoover administration.

Describe the major provisions of the Indian Reorganization Act.

Compare and contrast the philosophy of John Collier to that of the supporters of the Dawes Act.

Evaluate the criticisms leveled against the reform policies of Collier.

Summarize the educational, economic, and administrative reforms during Collier's term as Indian Commissioner.

Describe the efforts undertaken to consolidate Indian land holdings.

Evaluate the success of the Indian Reorganization Act.

Evaluate the effects of off-reservation work during World War II.

Outline

I. INDIAN REFORM MOVEMENTS: POST ALLOTMENT

A. Formation of philanthropic groups interested in the welfare of the Indians
   1. Mohonk Conferences
   2. Association of American Indian Affairs
   3. Indian Rights Association

II. PRE-NEW DEAL PHASE OF INDIAN REFORM

A. Meriam Report
B. Reforms under Hoover's administration

III. JOHN COLLIER AND THE INDIAN REORGANIZATION ACT

A. Role and philosophy of Collier in Indian affairs
B. Passage of the I.R.A.
   1. Major provisions
C. Criticisms of the Indian Reorganization Act
D. Case study: Application of the I.R.A. to selected tribe(s)

IV. WORLD WAR II AND THE AMERICAN INDIAN

A. Role of the American Indian in the Armed Services
   1. Ira Hayes
   2. Navajo code talkers
B. Effects of off-reservation work
C. Difficulties encountered by returning Indian veterans

V. INDIAN CLAIMS COMMISSION

Points to Emphasize

The National Congress of American Indians was the first non-religious national political organization of Indians (Spicer 1969:143).

Given the option of accepting or rejecting the I.R.A., some tribes voted against it. However, even these tribes received many benefits derived for the Indian New Deal.

Many criticisms leveled against the I.R.A. as similar to those of the New Deal, in general. For example, "it's communistic". pp 1210

Points to Emphasize (continued)

The Collier administration was an acceleration of reforms begun under the Hoover administration.

One of the reasons for the creation of the Indian Claims Commission "was because it [federal government] saw claims settlement as a necessary step to prepare Indian tribes to manage their own affairs" (Tyler 1974:150).

Activities

Have students debate the pros and cons of the Indian New Deal.

In the role of a United States citizen during the New Deal era, have students write a letter to their congressman either in support or against the Wheeler-Howard bill. Include reasons for their opinions.

Discuss the suggestion that had the Wheeler-Howard Act been passed in 1887, the American Indians might by 1934 have been ready for the Dawes Act.

Instructional Aids

Student and Teacher Resources

*Brooking Institution
1928 Problem of Indian Administration (New York: Johnson Reprint Corp.).

Jackson, Helen Hunt
1888 A Century of Dishonor (St. Clair Shores, Mich.: Scholarly Press).

*Leupp, Francis
1910 Indian and His Problem (New York: Johnson Reprint Corp.).

*Lindquist, G.E.
1923 Red Man in the United States (East Orange, NJ: Thomas Kelly).

Unit Sixteen: Indian Policy After World War II-Termination vs. Self-Determination

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

House Concurrent Resolution 108
National Council of Indian Opportunity
Public Law 280

Evaluate the role of religious organizations in Indian policy-Indian Reorganization Act and subsequent termination legislation.

Describe the arguments for "Freeing the Indians".

Interpret the possible reasons why Dillon Myer was appointed Commissioner of Indian Affairs.

Contrast the philosophy of John Collier and Dillon Myer. Was this change a reflection of public attitudes?

Compare the role of public sentiment during the I.R.A. and post-World War II government Indian policy.

Describe the tribes' reactions to the above legislation.

Appraise the effects of H.C.R. 108 and P.L. 280 on tribal sovereignity.

Describe the reaction of the states to P.L. 280. List those states which extended civil and criminal jurisdiction over Indian reservations within their borders.

List those tribes "terminated" by the government.

Judge whether tribes really had a choice in accepting termination.

Describe tribal reaction to termination.

Objectives (continued)

Compare and contrast the economic situation of the Menominee before and after termination.

Identify the major organizations and individuals responsible for denouncing the government's termination policy.

Compare the party platforms toward American Indians in 1952, 1956, 1960, 1964, 1968, 1972, and 1976.

Outline

I. TERMINATION

- A. Early Proposals
- B. House Concurrent Resolution 108
  - 1. Tribes terminated
- C. Public Law 280
- D. Case study: The Menominee
- E. Movement for the repeal of H.C.R. 108

II. SELF DETERMINATION

- A. Self-Determination and Education Act (Public Law 93-638)

Points to Emphasize

In their resistance to to the policy of withdrawing or terminating federal responsibility, the Indian tribes were not expressing a desire to continue indefinitely in a state of dependency, although an obdurate Senator Watkins might make that charge. They would not acknowledge themselves to be dependent in any respect. The protection of their lands and of their right of community control, which outsiders took as evidence of backwardness, was seen by Indians as a contractual relationship not terminable by unilateral decision. (McNickle 1973:113).

The national concern with civil rights in the 1960's expressed in riots, protest marches, court orders, and political debates caught up the Indian cause, not always with complete Indian collaboration. Some of the issues involved in the civil rights struggle were not Indian issues. Segregation, which the black man protested so bitterly, was not seen as a denial of social status by Indians. They had never aspired to a place in the white man's society, except as individuals might make that choice for themselves. What Indians as tribal members desired was the good faith performance by the national government of the contractual obligations and reciprocities incorporated in treaties. (McNickle 1973:122).

The legislation establishing the [Indian Claims] commission set a time limit, several times extended, within which tribes might file claims for judgment against the United States. More than 800 such claims have been filed, and during the years 1950-70 awards amounting to about $300 million were paid to 101 tribal claimants. These payments represented less than 5 per cent of the amount claimed. [my underline] (McNickle 1973:137).

Activities

Instructional Aids

Films: The Last Menominee (Illinois, Indiana, Oregon)
...And the Meek Shall Inherit the Earth (Berkeley, Illinois, Indiana)

Cassette: The Invisible Indian (A-T)
Self Determination for American Indians: Cultures in Conflict (LL)

Student and Teacher Resources

Daniels, William
1957 American Indians (New York: H.W. Wilson).

Shames, Deborah ed.
1972 Freedom with Reservation: The Menominee Struggle to Save Their Land and People (Madison: National Committee to Save the Menominee People and Forest).

Simpson, George and Milton Yeager
1959 American Indians and American Life (New York: Russell and Russell).

Taylor, Theodore W.
1972 The States and Their Indian Citizens (Washington, D.C.: Government Printing Office).

The following periodicals frequently contain articles on contemporary Indian policy: Indian Record; American Indian Journal (of the Institute for the Development of Indian Law).

Unit Seventeen: Contemporary Indian Society

Objectives

At the conclusion of this unit, the student will be able to:

Identify:

American Indian Movement
Dennis Banks
Chicago Conference: Declaration of Indian Purpose
National Indian Youth Council
Rough Rock School
Relocation program
Robert Bennett
Russell Means
N. Scott Momaday
Vine DeLoria, Jr.
National Congress of American Indians
Red Power
fish-ins
Blue Lake
Indian Education Act of 1972

Describe socioeconomic conditions found on reservations.

Compare and contrast the objectives of the National Congress of American Indians and the American Indian Movement.

Compare and contrast the Pan-Indian movement with other minority groups.

Evaluate the effects of the Civil Rights movement on the Pan-Indian movement.

Describe the more militant episodes of "Red Power": Alcatraz, takeover of the Bureau of Indian Affairs building, and the occupation of Wounded Knee.

Compare and contrast the advantages and disadvantages of living in the city; on the reservation.

Outline

I. INDIANS IN URBAN SOCIETY

A. Relocation program
B. Problems encountered by Indians in adjusting to city life
C. Reasons for migration back to the reservations
D. Formal and informal associations in the city

II. PAN-INDIANISM: INDIAN RESPONSES TO GOVERNMENT POLICIES

A. Passive

B. Active
1. Militant
a. Takeover of Alcatraz
b. Seizure of the B.I.A. headquarters
c. Wounded Knee
C. Indian organizations
a. American Indian Movement
b. National Congress of American Indians
c. National Indian Youth Council

III. MODERN RESERVATION LIFE

A. Survey of reservation conditions
1. Housing
2. Health
3. Employment
B. Economic development

C. Legal questions
1. Taxation
2. Water rights
3. Hunting and fishing rights
4. Treaty rights

IV. INDIAN EDUCATION

A. Reservation schools
1. Rough Rock
B. Boarding schools
C. Indian students in public schools
D. Indians in textbooks

Points to Emphasize

Activities

Oral or written reports on selected topics on contemporary Indian society (see pages 129-130).

Student survey on the role of Indians in history textbooks used in classrooms

Discussion group on the adjustments Indians must make to city life when moving from a reservation

Show films depicting Indian life on two different Indian reservations, i.e., the Navajo and the Pine Ridge reservations and have students discuss and compare contemporary Indian reservation life

Instructional Aids

Films: Act Now (American Indian Policy Review Commission)
Way of Our Fathers [Indian education] (Berkeley)
Where Has the Warrior Gone? (Illinois)
Navajos of the 1970's (Illinois)
Broken Treaty at Battle Mountain (Soho Cinema, Ltd.)
Our Vanishing Wilderness: The Water Is So Clear That a Blind Man Could See [Blue Lake] (Indiana, Illinois)
The Pride and the Shame (Time-Life, Minnesota)
Navajo: The Last Red Indians (Time-Life)
The American Indian Speaks (EBEC, Illinois)
The Exiles (McGraw-Hill, Indiana, Oregon)
Treaties Made, Treaties Broken [Fish-ins] (Berkeley, Minnesota, Illinois, Indiana, Oregon, McGraw-Hill)
Lament of the Reservation (Berkeley, Minnesota, Illinois, Indiana, Oregon, McGraw-Hill)
Indians of the Plains: Present-Day Life (Minnesota)
The Forgotten American (Minnesota, Berkeley, Oregon)
Forty-seven Cents [California Indians and their Claims case] (Berkeley)
Indians and Chiefs [urban Indians] (Berkeley)
Little White Salmon Indian Settlement [Fish-ins] (Berkeley, Oregon, T-C)
The Dispossessed (Berkeley)
The Hopi Way [Black Mesa] (F.I.)
Black Coal, Red Power [Black Mesa] (Berkeley, Indiana)
The Navajo: A Study In Cultural Contrast (Indiana)
Indian Mainstream (Berkeley)
A Song for Dead Warriors [Wounded Knee] (T-C)
Ten Thousand Beads for Navajo Sam [urban Indians] (Indiana, Berkeley)
Why Did Gloria Die? [reservation life] (Indiana)
Look What We Have Done to This Land (Pyramid)

Filmstrips [sound]: The Indians vs. the Giant Utilities: Whose Values Prevail at Black Mesa (Inquiry)
Powers of My Spirit: The American Indian (Inquiry)
The First Americans [Pan-Indianism] (SSSS)
The Navajo Indian (RMI)
The Apache Indian (RMI)
The American Indian: A Dispossessed People (GA)

Instructional Aids (continued)

Cassette: Wounded Knee and After (A-T)
Trial by Prejudice (A-T)
Black Mesa: A Tragedy (A-T)
Today's Indian War (A-T)
From Alcatraz to Chicago (A-T)
The Bureau of Indian Affairs (A-T)
The Angry Indians [American Indian Chicago Conference, 1961] (LL)
A Voice of the American Indian (LL)
The Renaissance of the American Indian (LL)

Student and Teacher Resources

American Friends Service Committee
1970 Uncommon Controversy: Fishing Rights to the Muckleshoot, Puyallup, and Nisqually Indians (Seattle: University of Washington Press).

Blue Cloud, Peter
1973 Alcatraz Is Not an Island (Berkeley, Calif.: Wingbow Press).

Brophy, William A. and Sophie D. Aberle
1969 Indian: America's Unfinished Business, Report of the Commission on the Rights, Liberties, and Responsibilities of the American Indian (Norman: University of Oklahoma Press).

Burnette, Robert
1971 Tortured Americans (Englewood Cliffs, NJ: Prentice-Hall, Inc.).

Burnette, Robert and John Koster
1974 The Road to Wounded Knee (New York: Bantam Books, Inc.).

Cahn, Edgar S. ed.
1969 Our Brother's Keeper: The Indian in White America (New York: New American Library).

Costo, Rupert, ed.
1969 Textbooks and the American Indian (San Francisco: Indian Historian Press).

De La Garza, Rudolph et al.
1973 Chicanos and Native Americans: The Territorial Minorities (Englewood Cliffs, NJ: Prentice-Hall, Inc.).

DeLoria, Vine, Jr.
1970 We Talk, You Listen (New York: Macmillan Publishing Co., Inc.).

1973 God Is Red (New York: Grosset and Dunlop, Inc.).

1974 Behind the Trail of Broken Treaties (New York: Delacorte Press).

Friar, Ralph and Natasha Friar
1973 The Only Good Indian...the Hollywood Gospel (New York: Drama Book Specialists Publishers).

Student and Teacher Resources (con't.)

Fuchs, Estelle and Robert Havighurst
1972 To Live on This Earth: American Indian Education (Garden City, New York: Doubleday and Co., Inc.).

Gridley, Marion E.
1972 Contemporary American Indian Leaders (New York: Dodd, Mead and Co.).

Guillemin, Jeanne
1975 Urban Renegades: The Cultural Strategy of American Indians (New York: Columbia University Press).

Henry, Jeannette ed.
1972 The American Indian Reader: Education (San Francisco: Indian Historian Press).

1974 The American Indian Reader: Current Affairs (San Francisco: Indian Historian Press).

1974 Indian Voices: The Native American Today (San Francisco: Indian Historian Press).

Hertzberg, Hazel W.
1971 Search for an American Indian Identity: Modern Pan-Indian Movements (New York: Syracuse University Press).

Jones, Louis T.
1972 Amerindian Education (San Antonio, Tex.: Naylor, Co.).

Josephy, Alvin M., Jr.
1971 Red Power: The American Indians' Fight for Freedom (New York: McGraw-Hill Book Co.).

Kickingbird, Kirke and Karen Duchencaux
1973 One Hundred Million Acres (New York: Macmillan Publishing Co.).

Levine, Stuart and Nancy O. Lurie eds.
1968 American Indian Today (Baltimore, Md.: Penguin Books, Inc.).

Levitan, Sar A. and Barbara Hetrick
1971 Big Brother's Indian Programs-with Reservations (New York: McGraw-Hill Book Co.).

Levitan, Sar A. and William B. Johnston
1975 Indian Giving: Federal Programs for Native Americans (Baltimore: John Hopkins University Press).

Student and Teacher Resources (con't.)

Marquis, Arnold
1974 A Guide to America's Indians: Ceremonies, Reservations, and Museums (Norman: University of Oklahoma Press).

Marriott, Alice and Carol K. Rachlin
1971 Peyote (New York: New American Library).

Marx, Herbert L., Jr. ed.
1973 The American Indian: A Rising Ethnic Force (New York: H.W. Wilson).

Meyer, William
1971 Native Americans: The New Indian Resistance (New York: International Publishing Co., Inc.).

Murge, Ethel
1970 Modern Sioux: Social Systems and Reservation Culture (Lincoln: University of Nebraska Press).

Shorris, Earl
1974 The Death of the Great Spirit (New York: New American Library).

*Slotkin, James S.
1956 The Peyote Religion: A Study in Indian-White relations (Glencoe, Ill.: Free Press).

*Sorkin, Alan
1971 American Indians and Federal Aid (Washington, D.C.: Brooking Institution).

*Spicer, Edward H.
1961 Perspectives in American Indian Culture Change (Chicago: University of Chicago Press).

Steiner, Stan
1969 New Indians (New York: Dell Publishing Co.).

Szasz, Margaret
1974 Education and the American Indian, 1928-1973: The Road to Self Determination (Albuquerque: University of New Mexico Press).

Waddell, Jack O. and Michael O. Watson
1971 The American Indian in Urban Society (Waltham, Mass.: Little, Brown and Co.).

Student and Teacher Resources (con't.)

*Walker, Deward E., Jr. ed.
1972 The Emergent Native Americans: A Reader in Cultural Contact (Waltham, Mass.: Little, Brown and Co.).

Waters, Frank
1971 Man Who Killed the Deer (Chicago, Ill.: Swallow Press).

Wilson, Edmund
1970 Apologies to the Iroquois (Westminster, Md.: Random House, Inc.).

The following periodicals frequently contain articles on contemporary Indian affairs: Human Organization; Indian Historian; Wassaja [newspaper]; Akwesasne Notes [newspaper]; Civil Rights Digest; Journal of American Indian Education.

History 7 The United States and the North American Indian

FINAL PAPER

Length: 5 to 7 typewritten pages
Sources: You must use at least 5 different sources (textbooks not included)
Topics: Your choice of a topic should focus on events and/or personalities since the turn of the century, in the area of American Indian history or literature.

Suggested Topics:

Federal Policy

Bursum Bill (1922)
Indian Citizenship Act (June 2, 1924)
Indian Reorganization Act (1934)
John Collier
Johnson-O'Malley Act (1934)
Indian Claims Commission (1946)
Public Law 280 (1953)
Termination Legislation
Menominee
Klamath
Relocation Program
Bureau of Indian Affairs
Indian Health Division of H.E.W. (1955)

Personalities

Charles Curtis (Government)
Charles Bender (Sports)
Louis Tewaniwa (Sports)
Jim Thorpe (Sports)
Anne Dodge Wauneka (Tribal Government)
Maria Martinez (Art)
Vine DeLoria, Jr. (Lawyer, writer)
Billy Mills (Sports)
N. Scott Momaday (Writer)
Robert Bruce (Government)
Edward P. Dozier (Anthropologist)
D'Arcy McNickle (Anthropologist, writer)
Buffe-Saint Marie (Music)
Frank Waters (Writer)

Pan Indianism

National Congress of American Indians
American Indian Movement
National Indian Youth Council
"Red Power"
Taos-Blue Lake
Alcatraz
Wounded Knee II
Occupation of B.I.A. Building
Black Mesa

Education

Navajo Community College
Ramah Elementary School

Topics for Final Paper (con't.)

Indian Health

Suicide
Alcoholism
Disease

Indian's role in World War I, World War II, Korean and Vietnam War.
Ira Hayes
Navajo Code Talkers

Compare/contrast major novels by leading American Indian writers.

Image of American Indian in media

Reservation Life: Focus on a specific reservation or compare life on two different reservations.

Indians in Urban Society: Focus on Indians in a particular city or problem.

Native American Experience in California
Native American Experience in San Bernardino County

American Indian Law

Any current event happening in upcoming semester.

Appendix

List of distributors for instructional aids
Suggested diagnostic and summative evaluations

List of Distributors for Instructional Aids

American Indian Policy Review Commission
House Office Building
Annex 2
Second and D Streets, SW
Washington, D.C. 20515

Association of American Geography (AAG)
1710 16th Street NW
Washington, D.C. 20009

The Center for Cassette Studies (A-T)
Audio-Text Cassettes
8110 Webb Avenue
North Hollywood, California 91605

The Baker and Taylor Company
Audio Visual Services Division
P.O. Box 23
Momence, Illinois 60954

Department of Interior
Bureau of Indian Affairs
Washington, D.C. 20245

Cassettes Unlimited (CU)
Roanake, Texas 76262

Civic Education Service (CES)
1725 K Street, NW
Suite 1009
Washington, D.C. 20006

Current Affairs (CA)
24 Danbury Road
Walton, Connecticut 06897

Education Audio Visual, Inc. (EAV)
P.O. Box 538
El Toro, California 92630

Educational Development Corporation (EDC)
P.O. Drawer 5500
Lakeland, Florida 33803

Educational Media, Inc. (EMI)
P.O. Box 39
809 Industrial Way
Ellensburg, Washington 98926

Films Incorporated
1144 Wilmette Avenue
Wilmette, Illinois 60091

Fitzhenry and Whiteside (FW)
150 Lesmill Road
Don Mills, Ontario M3B 2T5

Folkways Records and Service Corporation
701 7th Avenue
New York, New York

Guidance Associates (GA)
757 Third Avenue
New York, New York 10017

Hamond Incorporated
Maplewood, New Jersey 07040

Indiana University
Audio Visual Center
Bloomington, Indiana 47401

Inquiry Audio Visuals
1754 West Farragut Avenue
Chicago, Illinois 60640

Learning Films, Ltd.
Secondari Productions
745 Fifth Avenue
New York, New York 10022

Listening Library, Inc. (LL)
1 Park Avenue
Old Greenwich, Connecticut 06870

Macmillan Films (Mac)
34 MacQuesten Parkway South
Mt. Vernon, New York 10550

McGraw-Hill
Office of Multi-Ethnic Services
1221 Avenue of the Americas
New York, New York 10020

Mankind Publishing Company (MFR)
8060 Melrose Avenue
Los Angeles, California 90046

Modern Film Rentals
2323 New Hyde Park Road
New Hyde Park, New York 11040

Multi-Media Productions, Inc. (M-M)
P.O. Box 5097
Stanford, California 94305

National Geographic Society (NGS)
National Geographic Educational Services
Department 76
Washington, D.C. 20036

A.J. Nystrom and Company
3333 Elston Avenue
Chicago, Illinois 60618

Oregon Division of Continuing Education
Oregon State System of Higher Education
Film Library
1633 Southwest Park Avenue
P.O. Box 1491
Portland, Oregon 97207

The Perfection Form Company (PF)
1000 North Second Avenue
Logan, Iowa 51546

Prentice-Hall Media (P-H)
Department B
150 White Plains Road
Tarrytown, New York 10591

Pyramid Films
P.O. Box 1048
Santa Monica, California 90406

RMI Educational Films, Inc.
701 Westport Road
Kansas City, Missouri 64111

Schloat Productions
150 White Plains Road
Tarrytown, New York 10591

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New York 07632

Social Studies School Service (SSSS)
10,000 Culver Blvd.
Culver City, California 90230

Soho Cinema, Ltd.
225 Lafayette Street
New York, New York 10012

Southwest Film Center (SW Film Center)
169 Franklin Avenue
San Gabriel, California 91775

Time-Life Films
43 West 16th Street
New York, New York 10001

Tri-Continental Films Center (T-C)
P.O. Box 4430
Berkeley, California 94704

University of California
Extension Media Center
Berkeley, California 94720

University of Minnesota
A.V. Library Service
Continuing Education and Extension
3300 University Avenue Southeast
Minneapolis, Minnesota 55414

Valiant Instructional Material Corporation
195 Bonhomme Street
Hockenberg, New York 07602

Walt Disney Educational Media Company
800 Sonora Avenue
Glendale, California 91201

Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

Suggested Summative Evaluation Questions

Exam on American Indian Cultures

I. Definitions (2 points each; total possible points - 20)

Choose 5 terms from Column A and 5 from Column B and define them in five to seven sentences. Use your own wording.

Column A	Column B
"Indian"	Bering Land Bridge
Pine Tree Chiefs	Vision Quest
Council of Fifty	"Old Settlers"
Orenda	Coup
Hiko	Mogollon
"Red towns"	Potlatch
Great Sun	Totem Pole
False Face Society	Sun Dance
Grand Medicine Society	Give Away Feast
Calumet	Basketmakers
Dream Festival	Kachina
Green Corn Ceremony	Dene
"wigwam"	"Mission" Indians
Manitou	Kit Foxes Society

II. Compare and contrast one of the tribal pairs in terms of 1) material culture, 2) subsistence patterns, 3) political and social organization, 4) religion and 5) settlement patterns. (15 possible points)

A. Iroquois-Natchez
B. Creek-Penobscot (algonquians of Eastern Woodlands)
C. Sioux-Zuni
D. Pima-Sioux
E. Yuma-Paiute (Great Basin)
F. Nootka (Northwest Coast) - Nez Perce (Plateau)
G. Obijbwa-Cree
H. Any two of your choice with approval of instructor

III. Contrast American Indian attitudes, traditions, and values with those of the Euro-American in two of the following areas. (15 possible points)

A. Government
B. Property: Land Tenure
C. Religion
D. Social Organization
E. Social Identification

Mid Term 50 pts.

Larry Vantine
Fall 1975

History 7: The U.S. and the North American Indian

I. Identification-Answer any 5 of the following:
(5 points each)

A. King Philip
B. Pope
C. Tecumseh
D. Alexander McGillivray
E. Tenskwatawa
F. Handsome Lake
G. John Ross
H. Sand Creek Massacre
I. Chief Joseph
J. Cherokee Nation vs. Georgia/ Worcester vs. Georgia

II. Essay-Answer only one of the following questions:
(25 points each)

A. Summarize the relations of one of the following tribes with the Europeans and later the Americans from early contact to the 1830's-1840's: Iroquois, Eastern Algonquians, Pueblos, or one of the Five Civilized Tribes-Cherokees, Creeks, Choctaws, Chickasaws, Seminoles.

B. Francis Parkman in his study of "The Jesuits of North America" wrote, "Spanish civilization crushed the Indian; English civilization scorned and neglected him; French civilization embraced and cherished him." Support (or criticize) this viewpoint. Include in your answer (1) the motives which account for the differences in colonial attitudes and policies toward the American Indian; (2) Indian response to these policies; and (3) a comparison of the Spanish, English, and French policies toward the Indian in the following areas: intermarriage, trade, and approach to land cessions.

C. Summarize the effects of the American Revolution on the American Indian and his aspirations of striking a balance with the Europeans powers. Include in your answer (1) the role of the Indian in the American Revolution; (2) effects of the Revolution on intertribal and intratribal relations; (3) Indian response to the Treaty of Paris (1783); and (4) the immediate effect of their (the Indian's) defeat on early United States government Indian policy.

D. "The President's (Jackson) justification of Indian removal was the one usually applied to the displacement of the Indians by newer Americans-the superiority of a farming culture to a hunting culture, and of Anglo-American 'liberty, civilization, and religion' to the strange and barbarous way of the red man," writes Mary Young in her article on "Indian Removal and Land Allotment: The Civilized Tribes and Jacksonian Justice." This rationalization, however, became invalid when applied to the Indians of the Southeast. Using the Cherokees as an example, (1) explain the invalidity of Jackson's rationalization for displacing the Indian; (2) summarize the internal changes in Cherokee society as a result of the "Cherokee Renaissance"; and (3) intratribal response to removal.

E. Ewer's "The Indian Trade of the Upper Missouri before Lewis and Clark," presents the reader with a look at Indian-Indian relations on the Plains focusing on trade relationships. Describe the aboriginal trade i.e. types of goods exchanged, participating tribes, flow of goods. What effects did white traders and their goods have on the aboriginal trade pattern? What effects did later American encroachment and warfare have on these trade relationships?

History 7 The United States and the North American Indians

Mid Term

Cultural Background (Total 65 points possible)

I. Identification: Choose any 6 of the following terms and define them in 3 to 5 sentences (5 points each)

"Indian"	potlatch	Miko
crenda	coup	totem pole
Council of Fifty	"Old Settlers"	Shoshonean
Great Sun	Sun Dance	
Beloved Men	"Mission Indians"	
katchina	calumet	

II. Essay: Compare and contrast one of the tribal pairs in terms of (1) material culture, (2) subsistence patterns, (3) political and social organization, (4) religion, and (5) settlement patterns. (35 points)

Tribal Pairs

A. Iroquois-Natchez
B. Creek-Penobscot (Algonquians of the Eastern Woodlands)
C. Sioux-Zuni
D. Yuma-Paiute
E. Nootka (Northwest Coast)-Nez Perce (Plateau)
F. Objibwa-Cree

Historical Material (Total 35 points possible)

I. Identification: Choose any 4 of the following terms/names and define them in 3 to 5 sentences. (5 points each)

John Eliot	Tenskwatawa
King Philip	Seminole Wars
Pope	John Ross
Tecumseh	Wocester vs. Georgia
Treaty of Hopewell	"Trail of Tears"
Alexander McGillivray	Powhatan Confederacy

II. Essay: Choose one of the following questions to answer: (15 points possible)

1. Describe the legal and moral justifications used to dispossess the Indian of his lands. Criticize their validity in light of the readings and discussions on American Indian cultures.

2. What effects did white contact have on Indian-Indian relations? Give at least two examples.

3. Compare and contrast colonial policies and attitudes toward the American Indian.

4. Choose one of the following tribes and summarize their relations with the Euro-American: Iroquois, Cherokees, Creeks, or Algonquians.

5. The main thrust of early Indian policy was to "civilize the Indian." Describe the objectives and methods of these early attempts to bring "civilization" to the Indians.

1. Evaluate early relations between Indians and European explorers and colonists. Include how Indians viewed the Europeans.

2. The major realm of adaptation of Indian tribes in contact with whites from 1540-1794 was political. Support this statement using as an example either the Iroquois, Creek, or Eastern Algonquian tribes. Compare and contrast the three to some degree in your answer.

3. Describe the role of "displaced persons" focusing on one of the following tribes: Shawnee, Delaware, or Tuscarora.

4. Compare and contrast Handsome Lake and his teachings with the Algonquian prophets (Delaware prophet and Tenskwatawa).

5. Compare and contrast colonial policies toward the American Indians by the French, Spanish, and British. Include in your answer Indian diplomacy toward the colonial powers. To what degree was it successful?

6. Summarize the weaknesses of government Indian policy under the Articles of Confederation and as a consequence, power(s) granted to the federal government under the Constitution.

   Differentiate the specific roles of each branch (legislative, executive, and judicial) of the U.S. government in the area of Indian policy.

7. Evaluate the role of the Indian in the Revolutionary War. Include reasons the Indian tended to ally with the British. What direction did the diplomacy of the colonies take to counteract?

8. Identify the important factors and individuals in Cherokee development during their cultural renaissance and describe their ramifications on Cherokee society.

9. Reconstruct the series of events leading up to Cherokee removal and then describe the removal itself.

10. Describe the adjustments and reactions made by the Creeks after removal in terms of their own society and in their relationships with other tribes.

I. One criticism leveled against Federal Indian policy is its inconsistency. Spicer writes, "During the century from the 1860's to the 1960's there were two peaks in Congressional action based on dominance of the view that the special governmental relationship should be severed. There were also two peaks based on the opposing view that it should continue." Identify the major piece(s) of Congressional legislation in those four peaks. Compare and contrast them in terms of their basic philosophy, how both whites and Indians reacted, and finally their effects upon the Indian community. (50 points)

II. Choose any <u>two</u> of the following questions: (25 points each)

A. Pan Indianism: The emergence of Indian activism during the 1960's and 1970's was one of the responses to the detrimental effects of termination legislation. Day distinguishes two broad types of tactics: obstructive and facilitative. Compare the two forms.

B. American Indians in Urban Society: Today over 50% of the American Indian population lives in urban areas. What leads Indian individuals to the city? Once there, what are some of the adjustments and adaptations made by the individual? Compare and contrast the advantages of living on and off the reservation.

C. Indian Education: Virgil Vogel lists four methods used to create false impressions toward the American Indian. Identify two of them and evaluate how they might lead to a negative self-concept in the Indian child.

D. Tribal and Reservation Life: (either a or b)

a. In recent years the dramatic increase in Indian suicide rate has become a major source of concern. Identify several of the motives especially those resulting from Indian-white contact.

b. Summarize the major premises in one of the following: American Indian drinking; Transculturalization; Health practices.

I. Identification: Choose any five (5) of the names/terms below and identify them in 5 to 10 sentences.

a. Sand Creek Massacre
b. Chief Joseph
c. Wovoka/Ghost Dance
d. Meriam report
e. peyote cult
f. relocation program
g. Indian Claims Commission
h. Sitting Bull

II. Essay: Choose one (1) of the following essay questions to answer.

a. Indians in Urban Society - Today, over 50% of the Indian population reside in urban centers. Why are Indians moving to the cities? Once there, what adjustments do Indians have to make to "city life"? Why are many returning to the reservations despite the increased opportunities, economic and otherwise, found in cities?

b. Self-Determination - Summarize the major findings and recommendations in President Nixon's statement on Indian Self-Determination. In light of assigned reading and the oral reports, do you feel his answers to the "Indian problem" are viable?

c. Pan-Indianism - Take one of the following examples of the more militant aspects of "Red Power" and summarize the events leading up to it and the final outcome of the take-over: Alcatraz, Takeover of the B.I.A. Building, or Wounded Knee Occupation.

d. Modern Reservation Life - Describe conditions found on most reservations today: economic, housing, health conditions, etc. What sort of improvements are being make or planned in these areas?